

**2014-15**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**32K384**

**School Name:**

**FRANCES E. CARTER SCHOOL**

**Principal:**

**PHYLLIS RAULLI**

## Comprehensive Educational Plan Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

**Section 5: Needs Assessment, Annual Goals and Action Plans**

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Level: Pre K – 8 School Number (DBN): 32K384  
School Type: K - 8 Grades Served: Pre K – Grade 8  
School Address: 242 Cooper Street  
Phone Number: (718) 574-0382 Fax: (718) 574-1364  
School Contact Person: Phyllis Rauli Email Address: prauli@schools.nyc.gov  
Principal: Phyllis Rauli  
UFT Chapter Leader: Victor Victoria  
Parents' Association President: Penelope Hernandez  
SLT Chairperson: Otniel Rosario  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 32 Superintendent: Lillian Druck  
Superintendent's Office Address: 797 Bushwick Avenue Brooklyn, N. Y.  
Superintendent's Email Address: ldruck@schools.nyc.gov  
Phone Number: (718) 574-1100 Fax: (718) 574-1245

**Cluster and Network Information**

Cluster Number: 2 Cluster Leader: Despina Zaharakis  
Network Number: 210 Network Leader: Joanne Brucella

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Phyllis Raulli	*Principal or Designee	
Frank Nieves UFT Chapter Leader Designee	*UFT Chapter Leader or Designee	
Penelope Hernandez	*PA/PTA President or Designated Co- President	
Lupe Alvarez	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Marilyn Cruz	Member/ CSA	
Theresa Luck	Member/ UFT	
Raquel Del Rosario	Member/ UFT	
Otniel Rosario	Member/ UFT	
Natividad Bayona	Member/ Parent	
Maria Luna	Member/Parent	
Yudelka Taveras	Member/ Parent	
Angela Miguel	Member/ Parent	
Jennifer Colberg	Member/ Parent	
Martha Bayona	Member/ Parent	
Angel Bennett	Member/ Parent	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> <li> <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and                 </li> </ul>	

administrators value each other.

## **The Quality Review and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS/IS 384 is a Pre K – 8 school that serves approximately 694 students in District 32, Bushwick, Brooklyn. It has met its state accountability requirements and is designated as “Good Standing.” As a member of Network 210 under the leadership of Ms. Joanne Brucella, PS /IS 384 is characterized as a Title I school with a poverty level of 100% based on the school's designation as Universal Free Lunch.

The Vision of PS/IS 384 is as follows: PS/IS 384 prepares our students for the future by instilling in them the knowledge, skills, and attitudes needed to be successful in the 21<sup>st</sup> century. We seek to enable our students to be goal oriented, critical thinkers who can communicate information and develop positive solutions to problems. PS/IS 384 builds confidence through involvement in a challenging and nurturing environment.

The Mission of PS/IS 384 is as follows: ...to afford all students the opportunity to achieve academic excellence and personal growth through a rigorous and collaborative environment. The administration, staff members, and parents have a genuine commitment in ensuring that every child will master skills aligned with the Common Core State Standards. The dedication of school personnel and parents is critical to inspiring in the students of PS/IS 384 an appreciation of the need to work diligently to attain personal goals. Through a nurturing and active learning environment, students will develop into conscientious decision makers and active members of their community.

A distinctive accomplishment of PS/IS 384 is its successful profiles in the NYC DOE K-8 School Quality Snapshot for 2013-14 and the NYC DOE School Quality Guide for 2013-14. For All Students, Student Progress in 2014 New York State Common Core ELA is Excellent. For the Lowest Performing Students, Student Progress in the 2014 New York State Common Core ELA is Good. For All Students, Student Progress in 2014 New York State Common Core Mathematics Assessment is Good. For the Lowest Performing Students, Student Progress in New York State Common Core Math Assessment is Good. The efforts in Closing the Achievement Gap have been equally successful. Performance in Closing the Achievement Gap in ELA for the Lowest Performing Students has been designated as Excellent. Performance in Closing the Achievement Gap in Math for English Language Learners and Lowest Performing Students has been designated as Good. In conjunction with this is the school's attainment of Annual Measurable Achievement Objectives (AMAO) for the English Language Learners (ELLs) for this year and beyond with successful AMAOs projected until 2017. Of equal significance is PS/IS 384's Exceeding the Target in the School Environment Survey completed by students, teachers, and parents.

Another significant accomplishment is the 37.3% of 8<sup>th</sup> graders who earned high school credit through Regents classes in Integrated Algebra for Mathematics and Living Environment for Science. This enabled the school to be designated as Exceeding the Target in this area.

Perhaps the most noteworthy feature of PS/IS 384 is the culture of collaboration, generosity, and support that exists across and among all levels of adults and students.

The PTA conducts tireless outreach to provide resources to support the students' academic and social development.

Through this school's participation in the Chancellor's Initiative for Middle School, there are many enrichment

programs in place after school, through which teachers instruct students in ballet, step dancing, crochet, drama, and boot camp. The gym teacher implements the CHAMPS Program that enables middle school boys and girls to play volleyball and basketball. These programs are also accompanied by an academic after school program.

The Data Specialist Teacher obtained a Pencil Partnership for this school that enabled students to participate in a mentorship program. The result of this partnership is a school website, [www.ps384nyc.wix.com/home](http://www.ps384nyc.wix.com/home) which is maintained by students.

Additional partnerships with Community Based Organizations have supported the physical and emotional well-being of the students. Such partnerships include the Beacon Program that provides a structured program for after school supervision and the Bushwick Mental Health Center that provides tools for behavioral and emotional support to parents and students.

These initiatives have contributed to the significant growth in student progress attained during the previous school year. PS/IS 384's Quality Snapshot shows Excellent student progress on the NYS Common Core ELA and Good student progress on the NYS Common Core Mathematics Assessment. Of equal significance is the progress attained by the Lowest Performing Students in these ELA and Mathematics Assessments. They have been designated as having attained Good progress in these areas.

This year's instructional focus continues to be student engagement through the utilization of multiple entry points during instruction. The purpose of this focus remains academic advancement of the Lowest Performing Students.

Despite these accomplishments, PS/IS 384 continues to face onerous challenges. The rapid gentrification of the Bushwick neighborhood has been particularly difficult for our students and their families since it has led to a rapid decline in affordable housing. Consequently, there are now 82 students listed on the Temporary Housing Address Report (RATH). Also, students transfer out of the school as their families relocate to other parts of the city in search of housing that is affordable and adequate in size. Another challenge continues to be the upgrading and maintenance of the school's technology, so necessary for students to be on the cutting edge of education in the 21<sup>st</sup> century.

In conclusion, PS/IS 384 functions as a team and ... "A good team ... comes into being when the separate individuals working together create, in essence, another separate higher entity - the team - which is better than any of those individuals can ever be on their own." -Gary David Goldberg

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Analysis of the *K – 8 School Quality Snapshot* for the 2013-14 school year shows:

- 20% of the students in grades 3 – 8 performed at Proficiency Level on the New York State Common Core Mathematics Assessments
- The City Average for Performance at Proficiency Level is 34%;
- The District Average for Performance at Proficiency Level is 20%; therefore, PS/IS 384 performed at a level that is average for District 32
- According to the School Quality Snapshot, PS/IS 384 has made progress in *Closing the Achievement Gap*:
  - Improvement by The English Language Learners and Students with Special Needs on the State Common Core ELA Assessment is at a level of *Fair*.
  - Improvement by the Lowest Performing Students on the State Common Core ELA is at a level of *Excellent*
  - Improvement by the English Language Learners on the State Common Core Math Assessment is at a level of *Good*.
  - Improvement by the Students with Special Needs on the State Common Core Math Assessment is a level of *Fair*.

Analysis of *K – 8 School Quality Guide –School Environment* shows the School Survey Instructional Core scored 15.6 enabling this school to Exceed the Target for this rating

Analysis of the 2014 NYS Mathematics shows that Grades 3, 5, 6 & 7 had an increase in student performance over the previous school year while grade 4 maintained the same level of proficiency level performance

Analysis of MOTP Reports shows that:

- With the exception of 1 teacher who obtained a score of *Developing*, every other teacher who administered the MOSL obtained a *Proficient* score in the assessed area. Therefore, there was significant student growth in Primary ELA, Social Studies, and Science
- Every teacher attained a *Proficient* on the Local Measures of Student Learning. Since the Local Measure of Student Learning was growth in performance on NYS Assessment by the lowest third of students, it is evident that the lowest third of students demonstrated growth. Effort must be extended to ensure that this growth is maintained.

Analysis of Curriculum showed that CMP Math, as implemented in grades 6-8 during the 2013-14 school year, did not meet the instructional needs of PS/IS 384’s students.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015, students will demonstrate fluency, application, and conceptual understanding as evidenced by a 5% increase in the number of students scoring Proficient on the New York State Common Core Mathematics Assessment in grades 4 -8.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>1. Implementation of the following instructional programs that are intellectually rigorous:</p> <ul style="list-style-type: none"> <li>• Instructional Focus on the Common Core “Power Standards” in Mathematics –as appropriate for each grade</li> <li>• Implement <i>Go Math</i> in grades K-8</li> <li>• The Pre K teachers are in the second year of implementation of Pre K <i>Counts</i>, a Robin Hood Foundation Grant. This grant aims to provide our students with a solid math foundation through quality math instruction that begins in Pre School. Such a foundation will support the students as they progress through the grades.</li> <li>• <i>Open Book</i> a technology based program for ELLs supports the language development and comprehension skills necessary for understanding and solving word problems in mathematics.</li> <li>• Formulation of school wide Instructional Goal: <i>Student Engagement</i></li> <li>• Focus on implementation of <i>Multiple Entry Points</i> into the curriculum</li> <li>• Focus on “check for understanding” during the implementation of the lesson</li> <li>• Exemplars are utilized for math tasks in all grades.</li> <li>• The Samples of the 2014 New York State Common Core Mathematics Assessment have been distributed to teachers in grades 3 – 8. Teachers utilize these samples in designing math lessons that align with the problem solving strategies and concepts embedded in the spring</li> </ul>	<p>Classes in Grade K-8</p>	<p>9/14-6/15</p>	<p>Administration, Classroom teachers in grades K-8</p>

<p>state assessment.</p> <ul style="list-style-type: none"> <li>• Student work in response to such lessons is graded on rubrics for the New York State Common Core Mathematics Assessment. These rubrics always contains teacher formulated “Next Steps” to support academic growth.</li> <li>• Students engage in Peer Evaluation of work, as appropriate.</li> </ul>			
<p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> <li>• ARIS is utilized to generate a list enumerating each student in the “lowest third” of each grade</li> <li>• ARIS is utilized to generate a listing of each ELL student</li> <li>• Schoolnet is utilized to generate a list of students who require support as demonstrated by their scores on the winter 2014’s Benchmark Assessment in Mathematics and the upcoming 2015 Benchmark Assessment in Mathematics.</li> <li>• ESL and SETSS Teachers provide Push-In/Pull-Out support in Mathematics.</li> <li>• Protocols (<i>School Leader and Teacher 1:1 Learning Focused Meeting</i>) are in place for Principal to participate in a one-on-one meeting with the classroom/subject area teacher to discuss class strengths, instructional areas of need, students’ goals, and tracking and monitoring student progress toward goals.</li> <li>• Students continue their enrollment in Khan Academy for Math</li> <li>• Introduction of After School Academic instructional Program in which students who qualify as “lowest third” at each grade level participate and are strategically grouped to ensure targeted instruction.</li> <li>• The first week of December marks the start of an additional after school program to focus solely on Beginner ELLs and support their acquisition of language.</li> <li>• This school is set to implement <i>Sunburst</i>, purchased through STVP funds. It is a technology based program targeting remediation in ELA phonics and Mathematics operations. Students will be programmed in the Lab of Knowledge during the school day and the after school program.</li> <li>• We are in the second year of implementing <i>Open Book</i>, a technology based program that provides targeted language instruction for <i>Beginner</i> ELLs</li> <li>• The ELL classrooms have libraries leveled specifically for ELLs. This supports their growth in reading comprehension which translates into comprehension of math word problems.</li> </ul>	<p>ESL students, ICT students, Self-contained special education classes</p>	<p>9/14 – 6/15</p>	<p>Classroom Teachers, ESL Teachers Special Education Certified Teachers</p>

<ul style="list-style-type: none"> <li>• Utilize Professional Learning Communities to formulate targeted instructional practices that are reflected in lesson plans</li> <li>• The implementation of Cookshop in grades K – 3 fosters the understanding of mathematical concepts inherent in preparing food for consumption through tactical learning.</li> <li>• Teachers participate in ongoing professional learning: through school level Monday afternoon sessions and network sponsored professional learning opportunities</li> <li>• Teachers refine the curriculum to provide targeted instructional support.</li> <li>• Self-Contained special education classes follow the curriculum with teacher constructed supports</li> <li>• Technology is utilized to enhance and support instruction through the use of SMART boards, projectors, and ELMOS</li> <li>• The school library sponsors two Scholastic Book Fairs, in fall and spring respectively, where books specifically recommended for ELLs are available for purchase.</li> <li>• Books with a focus on math concepts are available for purchase.</li> <li>• The book fair also offers some texts in Spanish so that the parents of ELLs can actively promote language development and comprehension at home.</li> <li>• The school library contains high interest/low reading level texts to support the development of the students' reading comprehension necessary for comprehension of mathematical concepts.</li> <li>• The school has also purchased dictionaries to accommodate the small fraction of students coming from non-Spanish ESL backgrounds.</li> <li>• The ELLs and students with disabilities (SWD) participate in all extracurricular activities, the academic portion of which provides math instruction while some of the enrichment portion is intrinsically connected to math.</li> </ul>			
<p>Strategies to increase parent involvement and engagement:</p> <ul style="list-style-type: none"> <li>• Distribute student handbook detailing academic and behavioral expectations and grading policy</li> <li>• Parent Coordinator conducts parental workshops to address educational and social issues</li> <li>• Parents and teachers maintain daily communication through monitoring plans, if there is demonstrable need</li> <li>• During the SLT meetings information is presented about the math program, <i>CIE</i>, <i>The School Quality Guide</i>, <i>the School Quality Snapshot</i>, after school academic and enrichment programs, and any other current instructional information. All instructional concerns are addressed.</li> <li>• The parent/guardian of every student in grades 4 -8</li> </ul>	Classes in Grade Pre K-8, Families	9/14 – 6/15	Administration, Parent Coordinator, Classroom Teachers

<p>received a detailed written explanation of the child's performance on the New York State Common Core Assessments in Math.</p> <ul style="list-style-type: none"> <li>• Parent workshops are ongoing to increase parental understanding of the Common Core Standards for Mathematics and their impact on the New York State Assessments</li> <li>• Teachers utilize the Parent Engagement Time to meet and/or phone conference with parents regarding their children's progress in class.</li> <li>• Outreach is conducted to ensure parent attendance at conferences scheduled four times a year.</li> <li>• The school website on <a href="http://www.ps384nyc.wix.com/home">www.ps384nyc.wix.com/home</a> provides overall information about the school community.</li> <li>• All workshops and meetings are conducted in English and Spanish.</li> <li>• All written communication is done in English and Spanish.</li> <li>• The Guidance Counselor conducts parent workshops to prepare families for the high school selection process.</li> <li>• Guidance Counselors conduct student outreach.</li> </ul>			
<p>Activities that address the Capacity Framework element of Trust:</p> <ul style="list-style-type: none"> <li>• The PTA is an integral part of the school. Their activities are publicized and supported by the administration and faculty</li> <li>• Protocols (<i>PS/IS 384 Learning Community-Principal Reflection Tool Professional Learning Communities</i>) are in place for Principal to meet with each teacher team on a rotating basis. This serves as a forum for open communication about feelings, frustrations, and successes that result from teacher team collaboration.</li> <li>• Protocols (<i>Assistant Principal: Planning for Teacher Support</i>) are in place for the Assistant Principals to meet with each of their teachers on a rotating basis. This forum enables teachers to express feelings and concerns to an administrator who respects their expertise.</li> <li>• Students collaborate with their teachers in the formulation of their goals.</li> <li>• "Next steps" are generated in Individual teacher-student conferences</li> <li>• Under the guidance of a teacher, students maintain a school website and select teachers to interview for the website.</li> <li>• The implementation of a character development program in grades K-5 involves individual students utilizing the PA system to share their written reflections on various aspects of character development. Such activities promote reading comprehension which impacts math. Such an activity also serves to motivate students in their academic work.</li> </ul>	<p>Families, Students, Teachers</p>	<p>9/14 – 6/15</p>	<p>PTA Executive Board, Administration, Classroom Teachers,</p>

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The resources are as follows:

- The professional learning community is made up of teacher teams that are set up by grade or content area..
- Scheduling of common prep times ensures common planning time for teachers
- SETSS Teacher and IEP Teacher support classroom instruction
- Technology Teachers implement technology based programs.
- To especially support our students who frequently experience economic hardship, this school does the following:
  - Distributes back packs with school supplies
  - Pays for instructional trips for students in financial need
  - Partners with local organizations to distribute meals for Thanksgiving and Christmas
  - Partners with local organizations to participate in *Toys for Tots*
  - Partners with *TWION* to receive winter coats for students in need
  - Pays for a celebration for parents and their child who maintains 100% Attendance for the school year

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>		<b>Title I Basic</b>	X	<b>Title IIA</b>	X	<b>Title III</b>	X	<b>Grants</b>
---	-----------------	--	----------------------	---	------------------	---	------------------	---	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By January 2015, students will demonstrate fluency, application, and conceptual understanding in math as evidenced by a 2% increase in the number of students scoring proficient on the Benchmark Mathematics Assessments

**Part 6b.** Complete in **February 2015.**

- Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Analysis of Quality Review 2014-15 shows that

- QR Indicator 3.4 *High Expectations* is an Area of Celebration. “The staff is well aware of the school’s goals to improve classroom practices and accelerate student achievement, and families understand what their children need to accomplish to be successful at their next level of learning.”

Analysis of the 2013-14 School Quality Snapshot shows:

- In School Environment
  - 90% of students feel that *their school offers enough variety of programs, classes, and activities to keep them interested in school.*
  - 84% of students feel *safe in the hallways, bathroom, locker rooms, and cafeteria*
  - 73% of the students say that *most students at the school treat each other with respect*
- OORS Report for 2013-14 and September ‘14 until present.
- Attendance for 2013-14 school year is at 93.2%.

Analysis of Quality Review 2014-15 shows area of need:

- an Area of Focus is QR Indicator 1.2 Pedagogy “...strategic scaffolds and high quality multiple entry points into the curricula vary across subject areas, particularly for English Language Learners and Special Education Students, and provided few opportunities reflecting student ownership in discussions...”

Analysis of the above data shows: while the school’s nurturing environment and rigorous curriculum support student learning, effort must be directed toward fully engaging students in the process of learning that ultimately results in quality education.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, student engagement in learning will be evident in 90% of the classrooms as measured by 90% of teachers obtaining an Effective or Highly Effective rating for the Student Engagement Indicator (3c) on the Danielson Rubric as evidenced in Advance.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with</li> </ul>			

<p>disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
<p>Research-based instructional programs, professional learning , and/or systems and structures needed to impact change:</p> <ul style="list-style-type: none"> <li>• Teachers participate in Network sponsored on-going professional learning to integrate student engagement strategies into their instructional planning.</li> <li>• The Monday after school session is utilized to provide professional learning on various strategies that foster student engagement.</li> <li>• Students with 100% attendance for the school year are invited with their families to a celebratory dinner at the end of the school year.</li> <li>• <i>Project Wisdom</i> is in its third year of implementation. After a brief presentation involving examples of character, students are always exhorted to “Make it a good day, or not. The choice is yours!” Individual students participate in the announcements pertaining to this initiative. Posters are strategically placed around the school so that this idea permeates throughout the school culture.</li> <li>• <i>Book of the Month</i> is implemented in Grades K - 5 with a focus on positive character development.</li> <li>• Guidance Counselor guides students and families through the high school admission process through informational meetings and trips to high schools</li> <li>• Assistant Principal and teachers take students on trips to promote awareness of post-secondary learning: <ul style="list-style-type: none"> <li>- Saturday, November 15<sup>th</sup> trip to Columbia University to view STEM programs and careers for women.</li> </ul> </li> <li>• There is a uniform grading policy for primary grades, elementary grades, and middle school grades.</li> <li>• It is expected that a student government will be initiated during the upcoming winter months</li> <li>• Guidance Counselor facilitates small group interactions to resolve conflicts and address interpersonal issues.</li> <li>• Teachers hold students accountable for homework and provide easy access to instructional materials missed due to absence.</li> <li>• Teachers adjust their instruction to address different modalities of learning and different levels of content area proficiency.</li> </ul>	<p>Teachers and Students in Grades K - 8</p>	<p>9/14 - 615</p>	<p>Administrators, Classroom Teachers in Grades K – 5, Content area teachers in grades 6 – 8, Cluster Teachers</p>

<ul style="list-style-type: none"> <li>• Teachers implement structured system of positive reinforcement for desirable behaviors.</li> <li>• Teachers in PS/IS 384 work with the SASF to instruct students in drama as well as academics</li> <li>• There are presentations DOE sponsored programs that promote safety practice among students.</li> </ul>			
<p>Strategies to address the needs of students with disabilities English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> <li>• <i>Open Book</i>, a technology based program for Beginner English Language Learners (ELLs), is utilized.</li> <li>• <i>Sunburst</i>, a technology based phonics reading support, is expected to be implemented in the new year. This will provide targeted instruction for students in general education and SWDs.</li> <li>• Approximately 90% of the self-contained special education classes have ELMOs and SMART Boards to enhance the visual supports to instruction. These classes are prioritized to receive available resources.</li> <li>• Students will continue their enrollment in Khan Academy. SWD and ELLs are included in this group.</li> <li>• Content Area Teacher records text in Spanish to enable newly enrolled student to access complex text</li> <li>• Teachers utilize audio books for ELLs to hear the text while simultaneously viewing the text.</li> <li>• The school library contains a selection of Spanish Language books for ELLs.</li> <li>• The school library contains a selection of high interest – lower readability level so that SWD find texts appropriate to their age and interest level.</li> <li>• The school library sponsors two Scholastic Book Fairs, in fall and spring respectively, where books specifically recommended for ELLs are available for purchase.</li> <li>• The book fair also offers some texts in Spanish so that the parents of ELLs can actively promote literacy at home.</li> <li>• The school has also purchased dictionaries to accommodate the minimal number of students coming from non-Spanish ESL backgrounds.</li> <li>• The ELLs and SWD participate in all extracurricular activities including Academic After School and SASF.</li> <li>• Elementary grade ELLs and SWDs participate in <i>Move to Improve</i>.</li> <li>• An additional after school program for Beginner ELLs</li> </ul>	ELL students,	9/14 – 6/15	Administrators, Classroom Teachers in Grades K – 5, Content Area Teachers in grades 6 – 8, Technology Teacher

<p>has been initiated.</p> <ul style="list-style-type: none"> <li>• ELLs and Students with Disabilities are represented on all Professional Collaborative Teams.</li> <li>• ELL students and Students with Disabilities in grades Pre K-3 participate in <i>Cookshop</i>. This “hands-on” experience supports them in the development of language and reading comprehension skills.</li> <li>• Data spreadsheets have been created at each grade level detailing the academic information of every student on the grade. The ELLs and Students with Disabilities at each grade level are highlighted as are their assessment scores and their participation in any support program.</li> <li>• <i>Foundations</i> is implemented in primary grades. ELLs and Students with Disabilities participate in this reading program.</li> </ul>			
<p>Strategies to increase parent involvement and engagement</p> <ul style="list-style-type: none"> <li>• Parents participate in <i>Cookshop</i> for Parents</li> <li>• Parents receive information about their child’s performance on NYS Assessments</li> <li>• Parents and teachers maintain daily communication through monitoring plans, if there is demonstrable need for this</li> <li>• During Tuesday afternoons Parent Engagement Time, parents are contacted and /or attend meetings with individual teachers or grade level teachers.</li> <li>• Parents are invited to any school program in which their children are recognized.</li> <li>• Parent Coordinator sponsors parent workshops to support children’s social and intellectual development.</li> </ul>	<p>Parents, Teachers, Administrators</p>	<p>9/14 – 6/15</p>	<p>Parent Coordinator, Classroom Teachers,</p>
<p>Activities that address the Capacity Framework element of Trust</p> <ul style="list-style-type: none"> <li>• After collaborating with the teacher, students generate their own goals.</li> <li>• Students’ work is graded according to a specific rubric that is apparent at the beginning of the task. This provides transparency for the students.</li> <li>• “Next Steps” are always generated in individual conferences between teacher and student.</li> <li>• Teachers are committed to a “risk free” environment in the classroom so that students are at liberty to express their responses to materials read and discussed in class.</li> <li>• Lessons are planned so that students work collaboratively.</li> <li>• The seating arrangements in classrooms foster student collaboration.</li> <li>• The environment is such that teachers observe their students with interest and concern.</li> </ul>	<p>Students and Teachers in Grades K - 8</p>	<p>9/14 – 6/15</p>	<p>Classroom Teachers, Subject Area Teachers, Cluster Teachers</p>

<ul style="list-style-type: none"> <li>• Teachers are involved in generating the lists of students who need winter coats and supplies.</li> <li>• The ELA writing tasks displayed show evidence of Peer Evaluation.</li> <li>• Teachers utilize their prep periods to support students and/or give students a venue to share their concerns, after which teachers take action to address such concerns.</li> <li>• The Guidance Counselors implement activities such as: <ul style="list-style-type: none"> <li>○ High School and College Tours for students,</li> <li>○ Test Taking Skills Workshop for students,</li> <li>○ Parent Workshops,</li> <li>○ High school application and admissions process for parents of 8<sup>th</sup> graders at the beginning of the school year, followed by a similar workshop for parents of 7<sup>th</sup> graders later in the school year.</li> </ul> </li> </ul>			
--	--	--	--

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Computer Lab of Knowledge for technology based programs
- Administrative Staff to arrange for teachers to attend School-wide and Network Professional Learning Opportunities (PLOs)
- Teachers utilize technology to promote vision for engagement
- Character development program: Book of the Month and *Project Wisdom*
- Network: on site visits and support.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>		<b>Title I Basic</b>	X	<b>Title IIA</b>	X	<b>Title III</b>		<b>Grants</b>
---	-----------------	--	----------------------	---	------------------	---	------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- By January 2015, student engagement in learning will be evident in 45% of the classrooms as measured by 45% of teachers obtaining effective or highly effective rating for the Student Engagement Indicator (3c) on the Danielson Rubric as evidenced in Advance.

**Part 6b.** Complete in **February 2015.**

- Did the school meet the mid-point benchmark(s) in the	Yes	No
---	-----	----



## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
- Quality Review 2014-15 states, “Staff is well aware of the school’s goals to improve classroom practices and accelerate student achievement, and families understand what their children need to accomplish to be successful at their next level of learning.”
- There is a committee of teachers and administrators to address the Monday time allotment for teachers’ professional learning.
- This committee administered a “Needs-Assessment” survey to the teachers to evaluate their professional needs, strengths, and willingness to present professional learning.
- 2013-14 data from ADVANCE shows:
  - Every teacher obtained a MOTP score of *Effective*
  - One teacher obtained a score of *Developing* on the Teacher Observations in ADVANCE
  - Six teachers obtained a score of *Highly Effective* on the Teacher Observations in ADVANCE
  - The remaining teachers obtained a score of *Effective* on the Teacher Observations in ADVANCE
  - Every teacher obtained a score of *Effective* on the Local Measures of Student Learning
  - Two teachers obtained a score of *Developing* on the State Measures of Student Learning
  - The remaining teachers obtained a score of *Effective* on the State Measures of Student Learning
- The number of faculty members who are untenured
- Analysis of New York City *School Quality Guide* shows:
  - Student Progress
  - Student Achievement
  - School Environment
  - Closing the Achievement Gap
- Analysis of *School Quality Snapshot* shows:
  - 94% of teachers would *recommend this school to parents*

Analysis of the above data shows:

- Almost all of the teachers attained MOTP score of *Effective* on Teacher Evaluation in ADVANCE. Therefore, professional learning and collaboration must be directed toward empowering teacher growth into the realm of *Highly Effective*.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June, 2015 all teachers will have participated in professional collaborative activity sessions that strengthen pedagogical expertise in engaging students in learning evidenced by a 2% increase in the number of teachers attaining a rating of Highly Effective according to the ADVANCE Evaluation System for Teacher Observations.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Research-based instructional programs, professional learning , and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> <li>• Every Monday teachers participate in professional learning in response to the data obtained from their surveys. The schedule for this is in place and is a result of the collaboration between teacher representatives and administration.</li> <li>• Teachers attended professional learning for ELA and Math during the summer 2014.</li> <li>• Teachers participate in Network 210’s professional learning sessions, as appropriate for grade/content area.</li> <li>• Teachers turn-key information obtained from their participation in Network sponsored professional learning sessions.</li> <li>• Teachers participate in classroom inter-visitation.</li> <li>• Every teacher is a member of a teacher team organized by grade at the elementary level and content area at the middle school level.</li> <li>• Each teacher has received the <i>Professional Learning Communities Teacher Team Protocol</i>-a packet detailing the 15 action steps required for collaboration in a professional learning community.</li> <li>• As stated in the above detailed packet, these communities follow a <i>Standards Based Protocol</i> in which they select students in the “Lowest Third.” At each team meeting               <ul style="list-style-type: none"> <li>○ a teacher presents a student’s writing;</li> <li>○ the other members of the team look at the same writing,</li> <li>○ the writing is graded according to a Common Core Writing Standards Rubric – Writing Standard 1 or 2.</li> </ul> </li> </ul>	<p>Classroom Teachers in Grades K – 5, Subject Area Teachers in Grades 6 – 8, Cluster Teachers</p>	<p>9/14 – 6/15</p>	<p>Administration</p>

<ul style="list-style-type: none"> <li>○ Strengths and weaknesses are noted.</li> <li>○ Teachers contribute instructional strategies and Universal Design for Learning (UDL) support to address the weaknesses.</li> <li>○ Targeted instruction is planned (with strategies embedded)</li> <li>○ Assessment follows the period of instruction</li> <li>○ Cycle begins again.</li> <li>● Each team focuses on Writing to the Common Core Standards for Informational Writing</li> <li>● Every grade has a leader. These leaders comprise the School wide Common Core Professional Learning Community that meets monthly and ensures vertical alignment of curriculum and teacher support.</li> <li>● There is a Protocol for the <i>Principal Reflection Tool</i> where the team delineates its <i>goals, assessments used, and protocols followed</i>. Principal meets with individual teams on a rotating basis.</li> <li>● There is a protocol for the assistant principal to confer with teachers in the <i>Assistant Principal: Planning for Teacher Support</i>.</li> <li>● Principal set up a schedule to clarify supervision of faculty and timeline for observations and timely feedback for teachers</li> <li>● Teachers seek out opportunities for professional learning as exemplified in summertime teacher participation in professional learning sessions for <i>Foundations, ReadyGen</i> and <i>Code X</i></li> </ul>			
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> <li>● <i>Open Book</i>, a technology based program for Beginner ELLs, is utilized.</li> <li>● <i>Sunburst</i>, a technology based ELA and support, is set for implementation.</li> <li>● Students are to continue their enrollment in Khan Academy</li> <li>● A significant number of teachers have sought outside resources for their students. This has resulted in many teachers obtaining grants from <i>Donorschoose.org</i>, the most recent grant obtained in September, 2014 by the 8<sup>th</sup> grade teacher in the Self Contained Special Education Class.</li> <li>● Content Area Teacher records text in Spanish to enable newly enrolled student to access complex text</li> <li>● Teachers utilize audio books for ELLs to hear the text while simultaneously viewing the text.</li> </ul>	<p>ESL students ICT students Students in Self-contained special education classes</p>	<p>9/14 – 6/15</p>	<p>Administration, Classroom Teachers, Cluster Teachers</p>

<ul style="list-style-type: none"> <li>• The school library contains a selection of Spanish Language books for ELLs.</li> <li>• The school library sponsors two Scholastic Book Fairs, in fall and spring respectively, where books specifically recommended for ELLs are available for purchase.</li> <li>• The book fair also offers some texts in Spanish so that the parents of ELLs can actively promote literacy at home.</li> <li>• The school has also purchased dictionaries to accommodate the tiny fractional number of students coming from non-Spanish ESL backgrounds.</li> <li>• The ELLs participate in all extracurricular activities.</li> <li>• Elementary grade ELLs participate in <i>Move to Improve</i></li> <li>• ELL students are represented on all Professional Collaborative Inquiry Teams</li> <li>• The ELL students in grades K-3 participate in <i>Cookshop</i>. This “hands-on” experience supports them in their language development</li> <li>• Data spreadsheets have been created at each grade level detailing the academic information of every student on the grade. The ELLS at each grade level are highlighted as are their assessment scores and their participation in any support program</li> <li>• <i>Foundations</i> is implemented in primary grades</li> </ul>			
<p>Strategies to increase parent involvement and engagement</p> <ul style="list-style-type: none"> <li>• Parent Coordinator sponsors parent workshops to support parents on issues that affect the academic and social lives of the students</li> <li>• The Parent Coordinator holds sessions of <i>Cookshop</i> for Parents</li> <li>• The Parent Coordinator makes connections with community based organization to provide material support for students in need.</li> <li>• The PTA works closely with Administration to involve parents in fund raising for enrichment of students’ school experience</li> <li>• The PTA works with administration and teachers to promote the organization of events that generate parent and student participation</li> <li>• Every Tuesday, during the after school Parent Engagement, teachers schedule parent meetings, provide written updates to parents on the progress of their child, or plan for parent visits to the classroom.</li> </ul>	<p>Parents of Students in Grades K - 8</p>	<p>9/14 – 6/15</p>	<p>Assistant Principal who supervises Parent Coordinator</p>
<p>Activities that address the Capacity Framework element of Trust</p> <ul style="list-style-type: none"> <li>• Teachers collaborate in a “risk free” environment.</li> <li>• Teachers feel free and confident to share instructional ideas and materials.</li> </ul>	<p>Teachers in Grades Pre K - 8</p>	<p>9/14 – 6/15</p>	<p>Administration</p>

<ul style="list-style-type: none"> <li>• Teachers collaborate to help each other write to obtain grants in support of their instruction.</li> <li>• Such collaboration among teachers is evident in the developing and writing of grants from donorschoose.org.</li> <li>• Teachers participate in <i>Classroom Inter-visitations</i> to observe “best practices” and receive feedback on their own practice</li> <li>• Teachers have common preps that enable them to plan together and share instructional strategies</li> <li>• Teachers meet individually with their administrative supervisor (<i>Assistant Principal-Planning for Teacher Support</i>). This is a low stakes environment in which to share observed trends, teachers’ concerns, and ideas for student growth.</li> <li>• There is an “Open Door” Policy between administration and teachers.</li> <li>• Guidance is presenting many programs that foster trust among teachers, thereby enabling them to support each other in their interactions with students: <i>Child Abuse Prevention Program for third and fourth graders; Cyber – bullying Intervention, Domestic Violence Prevention, National Boost Your Self– Esteem Month, Test Taking Skills Workshop, Introduction to Middle School, College Tours African American History Month,</i></li> </ul>			
---	--	--	--

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Teachers meet during common prep periods.
- Administrator support teachers in the classroom and parents in the main office, as the need arises.
- Administrator is responsible for supervision of teachers at a specific grade level.
- Additional computers have been added to classrooms.
- Plans are under way to set up additional computer and printer workstations in the Teachers Room.
- There are scheduled meeting times for principals to meet with teacher teams and for assistant principals to meet with teachers whom they supervise.
- Teachers have received resources from Network PL to enhance their instructional practice.
- Teachers have received resources from the PL sessions held on Monday afternoons.
- Administrators have received professional resources from the Talent Management Coach to support them in providing targeted feedback to teachers following teacher observations.
- Guidance sponsored workshops utilize programs, agendas, and sign in sheets.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic	X	Title IIA	X	Title III		Grants
---	----------	--	---------------	---	-----------	---	-----------	--	--------

List below any additional funding sources that will be utilized to support achievement of the goal.

--

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- By February 2015, all teachers will have participated in professional collaborative activity sessions that strengthen pedagogical expertise in engaging students in learning as evidenced by a 2% increase in the number of teachers attaining a rating of highly effective in component 3c in Advance.

**Part 6b.** Complete in **February 2015**.

- Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes			No
- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?					

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to the Quality Review 2014-15:

- *Area of Celebration* is QR Indicator 3.4 “School leaders consistently convey high expectations to staff through the Danielson Framework for Teaching and professional learning sessions....The staff is well aware of the school’s goals to improve classroom practices and accelerate student achievement...”
- *Area of Focus* is QR Indicator 1.2 Pedagogy “...strategic scaffolds and high quality multiple entry points into the curricula vary across subject areas, particularly for English Language Learners and Special Education Students, and provided few opportunities reflecting student ownership in discussions...high quality extensions and supports such as visuals, manipulative materials and native language resources were not widely available to further engage English Language Learners and Students with Disabilities in their learning.”

Analysis of the above data shows:

- The instructional curriculum is of high quality. The school leaders and instructional staff are committed to excellence in pedagogy. However, there remains a need to concentrate on engaging students so that they commit to their learning.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers will be observed using the Danielson Framework for Teaching and receive high quality feedback that will result in 90% of teachers rating effective and highly effective for component 3c. Engaging Students in Learning

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of</li> </ul>			

Trust			
<ul style="list-style-type: none"> <li>• To provide maximum support and timely feedback to teachers, each Assistant Principal is responsible for a grade level: <ul style="list-style-type: none"> <li>○ grades Pre K -2 – Administrator- Ms. Cruz</li> <li>○ grades 3-5 – Administrator – Ms. Zito</li> <li>○ grades 6-8 – Administrator – Mr. Quinci</li> </ul> </li> <li>• Principal met with each teacher to discuss each teacher’s MOTP Rating as it appeared in ADVANCE in September 2014.</li> <li>• Principal conducted the <i>Initial Planning Conference</i> with individual teachers to discuss: <ul style="list-style-type: none"> <li>○ each teacher’s selection of Evaluation Option</li> <li>○ teachers’ selected goals for professional growth during the current school year</li> </ul> </li> <li>• Administrators collaborated with teachers to unpack the <i>Citywide Instructional Expectations</i></li> <li>• There are lead teachers on each grade level to ensure that there is always open communication between administration and teachers.</li> <li>• Teachers are empowered to seek out and participate in leadership roles, as exemplified by four teachers who participate in the Teacher Leadership Program which meets monthly at <i>George Westinghouse High School</i> from 4 to 7pm. Through their initiative, teachers wrote to apply, submitted work, and were accepted into the <i>Teacher Leadership Program</i> that meets 11 times during this school year. Principals and an Assistant Principal are required to attend periodically.</li> <li>• Administrators work with the <i>Teacher Professional Learning Team</i> to ensure that each teacher participates in Professional Learning appropriate to his/her interests/needs.</li> <li>• Administrators conduct observations through the lens of the professional learning opportunities in which the teacher participated.</li> <li>• Administration has protocols for tracking student progress: <ul style="list-style-type: none"> <li>○ Spreadsheets in Data Room that provide an “at a glance” profile of every K - 8 student enrolled in this school.</li> <li>○ Principal protocols (<i>Principal Reflection Tool</i>, sheet for <i>Data Analysis and</i></li> </ul> </li> </ul>	<p>Classroom Teachers in Grades K – 5, Content Area Teachers in Grades 6 – 8, Cluster Teachers</p>	<p>10/14 – 6/15</p>	<p>Administration</p>

<p><i>Implications</i>) for weekly meeting with various teacher teams and individual teachers</p> <ul style="list-style-type: none"> <li>○ Assistant Principal protocols for meeting with teachers under their supervision.</li> <li>○ <i>Quick Check Sheets</i> for tracking students' performance in <i>Go Math</i></li> </ul> <ul style="list-style-type: none"> <li>● Administrators conduct formal and informal teacher observations and provide timely and targeted feedback, as visible in ADVANCE</li> <li>● The Talent Management Coach assigned to the school supports Administrators in Norming observations and in providing timely actionable feedback to the teachers.</li> <li>● The Network Instructional Achievement Specialists support administrators <ul style="list-style-type: none"> <li>○ in Norming the Danielson observations</li> <li>○ in providing resources targeted to the teacher pedagogical performance as evaluated on the Danielson Rubric</li> </ul> </li> </ul>			
<p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> <li>● Instructional strategies provided to the teachers as feedback after observations benefit students in these groups. Supportive strategies have been provided by Talent Management Coach.</li> <li>● Network Special Education Achievement Specialist supports Administrators in Norming observations and providing targeted actionable feedback specific to the high instructional needs of the students</li> <li>● Teacher participate in PL sessions in school on Monday afternoon and/or are sent to Network sponsored PL that targets these students i.e. literacy strategies for ELLs and Special Education students</li> <li>● Principal shares with staff the following online resource suggested by the Network to engage ELL students:  <a href="http://pleacher.com/mp/mlessons/mlessons.html">http://pleacher.com/mp/mlessons/mlessons.html</a>  <a href="http://www.fredjones.com/#!pat-bank/c5h">http://www.fredjones.com/#!pat-bank/c5h</a>  <a href="http://itunes.apple.com/us/app/new-immigrants-nyc-1880-1924/id8922593977?ls=1&amp;mt=8">http://itunes.apple.com/us/app/new-immigrants-nyc-1880-1924/id8922593977?ls=1&amp;mt=8</a> </li> </ul>	<p>ELL teachers, SETTS teacher, IEP teachers. General Education Teachers of ICT classes</p>	<p>9/2014 – 6/2015</p>	<p>Administration</p>
<p>Strategies to increase parent involvement and engagement</p> <ul style="list-style-type: none"> <li>● Administrators monitor the teacher implementation of Tuesday Afternoon Parent Engagement</li> <li>● Teachers are active supporters of PTA</li> <li>● In collaboration with parents, students are given monitoring plans where the teachers provide daily</li> </ul>	<p>Parent Coordinator, classroom teachers</p>	<p>9/14 – 6/15</p>	<p>Administration</p>

specific feedback to parents about their child’s behavior and performance. This allows parents the opportunity to maintain an ongoing direct line of communication that requires cooperation and engagement.			
<p>Activities that address the Capacity Framework element of Trust</p> <ul style="list-style-type: none"> <li>Administrators encourage teachers to pursue leadership roles in school and within the DOE</li> <li>The Principal and Assistant Principals maintain an “Open Door” policy so teachers have the confidence to voice opinions and make suggestions</li> <li>The Administrators collaborate and discuss with teachers before any initiative is implemented.</li> </ul>	Parent Coordinator, Classroom teachers, Content area teachers	9/14 – 6/15	Administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principals</li> <li>Classroom Teachers in grades K – 5</li> <li>Subject Area Teachers in grades 6 – 8</li> <li>Cluster Teachers</li> <li>Network Instructional Achievement Specialist</li> <li>Network Special Education Instructional Achievement Specialist</li> <li>Middle School Instructional Achievement Specialist</li> </ul>

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic	X	Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
By February 2015, 100% of teachers will be observed using the Danielson Framework for Teaching and receive high quality feedback that will result in 50% of teachers rating effective and highly effective for component 3c. Engaging Students in Learning				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
- Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Analysis of 2013-14 School Quality Guide shows:

- A score of 89.7% in School Culture
- A score of 93.2% in Instructional Core
- A score of 90.8% in Structures for Improvement
- School Quality Guide Summary for School Environment shows score as *Exceeding Target*.

Analysis of 2013-14 School Quality Snapshot shows 90% of parents *are satisfied with the education that their child has received*

Analysis of the 2013-2014 Learning Environment Survey (LES) shows:

- 85% of parents completed the survey
- 100% of teachers completed the survey
- 97% of students completed the survey

Analysis of the above data shows:

- On each of the indicators measured in these evaluative tools, PS/IS 384 demonstrated a high level of performance. Therefore, the goal is to maintain this high level of performance in *School Culture* and *Instructional Environment* on 2014-15 School Guide.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 80% of the students will have participated in an academic and/or social emotional enrichment activity, thereby supporting personal development and strengthening the student and family ties to the community. This will be measured by maintaining a rating on student responses that *Exceeds the Target* on the 2015 School Environment Survey pertaining to Instructional Core and School Culture.

### Part 3 – Action Plan

**Activities/Strategies:** Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

- Research-based instructional programs, professional development, and/or systems and structures needed to impact change
- Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE,

**Target Group(s)**  
*Who will be targeted?*

**Timeline**  
*What is the start and end date?*

**Key Personnel**  
*Who is responsible for implementing and overseeing the activity/strategy?*

<p>STH).</p> <ul style="list-style-type: none"> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
<p>Research-based instructional programs, professional learning , and/or systems and structures needed to impact change are as follows:</p> <ul style="list-style-type: none"> <li>SSAF After School Program is implemented is grades 6-8 during which students participate in: <ul style="list-style-type: none"> <li>Boot Camp</li> <li>Ballet</li> <li>Step Dancing</li> <li>Drama</li> <li>Crochet</li> <li>Student Government (in January 2015)</li> </ul> </li> <li>Academic After-School during which elementary and middle grade students are instructed with an additional reading program.</li> <li>There is promotion of character development through implementation of <i>Book of the Month</i>. Each month students in grades K - 5 read a text that exemplifies altruism and/or positive character traits. In response the students write responses according to the Common Core Writing Standards. Selected students read their responses over the PA System. Students also create a “character chain” to promote their own positive character development. Such positive actions will be celebrated through assemblies.</li> <li>Every Friday there is a middle school CHAMPS sponsored sport organized by the gym teacher that is played every Friday afternoon. The selected sports include boys basketball and girls volleyball.</li> <li>Students accompanied by pedagogical staff visit colleges on Saturday. An example of this is in November, eighth grade girls (accompanied by Guidance, an Assistant Principal, and teachers) spent an entire Saturday at Columbia University with the focus on girls and <i>STEM</i>.</li> <li><i>Project Wisdom</i> is in its third year of implementation. After a brief presentation involving examples of character, students are always exhorted to “Make it a good day, or not. The choice is yours!” Posters are strategically placed around the school so that this idea permeates throughout the school culture.</li> <li><i>Move to Improve</i> –elementary grade teachers participated in this training to ensure that physical activity is an integral part of the students’ school day.</li> <li>This is the fourth year of participation in <i>Cookshop</i> for Students in Grades <i>Pre K- 3</i>. This program provides the children with “hands-on” activities in the</li> </ul>	<p>Students in Grades 6 – 8 Students in Grades K – 5 Parents</p>	<p>9/14 – 6/15</p>	<p>PS/IS 384 Administration, SASF Administration</p>

<p>preparation of healthy snacks which they then enjoy eating together.</p> <ul style="list-style-type: none"> <li>• <i>Cloud9</i> World Character Trait Program, an internet based program aligned to the Common Core Standards is set for implementation in the elementary grades in January 2015. This program instills positive character traits in the students.</li> <li>• Plans are currently underway to set up a Boy Scout Troop that will have a designated time to meet weekly after school.</li> <li>• This school has had a Pencil Partner for four years, during which time middle school students have worked with mentors from the business world. <ul style="list-style-type: none"> <li>○ Initially, 7th and 8th grade boys worked with “Mike” from Bloomberg Inc. to upgrade school access to technology and internet.</li> <li>○ Then, 7th and 8th grade girls worked with “Ariele” from wix.com to create a school website, <a href="http://www.ps384nyc.wix.com/home">www.ps384nyc.wix.com/home</a>. This website is presently maintained by the students with teacher guidance.</li> <li>○ In June, 2014, the girls toured the New York City office of wix.com where they participated in round table presentations explaining the nature of the careers at wix and the educational requirements for employment there.</li> </ul> </li> <li>• This is the fourth year in which TWION (<i>The World Is One Neighborhood</i>) donated new winter coats purchased at Macys to 50 students.</li> <li>• This school was connected with this group through “Mike,” our previous Pencil Partner.</li> <li>• There are two guidance counselors to provide intervention and support for the academic and social/emotional needs of the students</li> <li>• PS/IS 384 partners with a faith-based organization whose members donate school supplies at the start of the school year and turkey dinners at Thanksgiving.</li> <li>• The primary grades of the school joined in Jumpstart’s Worldwide Competition to <i>Read for the Record</i> which was held on October 21, 2014. This year’s selection was <i>Bunny Cakes</i> by Rosemary Welles</li> <li>• Every year the primary grades of the school participate in the celebration of <i>Dr. Seuss Day</i> in March.</li> <li>• One of the school secretaries contacts <i>Toys for Tots</i> every year in an attempt to ensure that every elementary school student receives a brand new toy. In 2012, this school was designated a <i>Toys for Tots</i> recipient.</li> <li>• Data and information pertaining to the school community are first presented at the meeting of the</li> </ul>			
---	--	--	--

<p>School Leadership Team</p> <ul style="list-style-type: none"> <li>• The Parent Coordinator works with teachers to present workshops to clarify the New York State Assessments for parents and provide them with materials and strategies to support their children's learning</li> <li>• There is an end of year celebration for students with a record of perfect attendance. Parents participate with their children in this celebration.</li> </ul>			
<p>1. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH)..</p> <p>2.</p> <ul style="list-style-type: none"> <li>• ATS generates the list of students designated as Temporary, Shelter, or Doubled-Up in housing status.</li> <li>• Parent Coordinator generates list to ensure most efficient distribution of school supplies, turkey dinners, and winter coats. Lists that are generated are cross checked with teachers, school data sheets/ARIS to ensure that parents of ELLs and Students with Disabilities are included as recipients of these items. Parent Outreach is conducted in Spanish, as appropriate.</li> <li>• <i>Move to Improve</i>, addresses the learning styles of ELLs and Special Education students, for whom TPR is a successful instructional strategy</li> <li>• ELLs and Special Education Students participate in all of the SASF and CHAMPS programs</li> <li>• ELLs and Special Education Students participate in Jumpstart's <i>Read for the Record</i> and CHAMPS programs.</li> </ul>	<p>English Language Learners in grades K – 8, Students in ICT Classes, Students in Self-Contained Special Education Classes, SETSS Students</p>	<p>9/14 – 6/15</p>	<p>Administration, Parent Coordinator</p>
<p>Strategies to increase parent involvement and engagement The following are some of this year's Parent Workshops to be presented by the Parent Coordinator:</p> <ul style="list-style-type: none"> <li>• Common Core Mathematics –Parts 1 &amp; 2</li> <li>• Common Core English Language Arts – Parts 1 &amp; 2</li> <li>• CAMBA</li> <li>• Immigration CPR</li> <li>• An introduction into the Foster Parenting Program</li> <li>• NYC Psychotherapy Program-strives to enhance coping skills in dealing with issues such as: <ul style="list-style-type: none"> <li>• Dealing with Grief</li> <li>• Dealing with Winter Blues</li> <li>• Anger Management</li> <li>• CPR</li> </ul> </li> </ul> <p>These workshops engage the parents and assist them in supporting their children's connection to this school.</p> <ul style="list-style-type: none"> <li>• The Annual Title I Parent Meeting is held on or before December 1st of each school year to advise parents of children participating in the Title I program. This</li> </ul>	<p>Parents</p>	<p>9/14 – 6/15</p>	<p>Parent Coordinator</p>

<p>meeting is conducted in English and Spanish.</p> <ul style="list-style-type: none"> <li>• Parents are engaged in the writing and review of the CEP.</li> <li>• The Parent Coordinator plans the above listed workshops to support parents. She contacts parents multiple times to ensure attendance at the workshops. This contact is done in Spanish, as needed. Effort is expended to ensure that parents of Students with Disabilities are invited to and attend the workshops.</li> <li>• The Cookshop Program for parents has been continued into this school year. The parents engage in “hands on” learning that demonstrates healthy food as an affordable, easy to prepare, and tasty alternative to fast food. Healthy eating habits support student commitment to academic and extracurricular activities. As is true with all parent programs, the cooking procedures are presented in English and Spanish.</li> <li>• The Parent Coordinator serves as a liaison between parents and community based secular and religious organizations, thereby helping financially strapped families to obtain much needed material support such as school backpacks and food.</li> <li>• All workshops are conducted in English and Spanish</li> <li>• The Parent Coordinator maintains an Open Door Policy for parents.</li> <li>• Information related to the school regarding parent programs and other activities is sent to the parents of the students in an understandable and uniform format, including alternative formats upon request and in the language the parents understand.</li> <li>• Teachers, Pupil Services Personnel, Parent Coordinator, Principal and Assistant principals reach out to, communicate with and work with parents as equal partners</li> <li>• Parents receive in-house as well as outside support services from the Guidance counselors, School Based Support Team and/or services from CBO’S (Community Based Organizations) such as NYC Psychotherapy Center, Coalition for Hispanic Family Services, Safe Horizons, and (ACS) NYC Administration for Children Services.</li> <li>• Eligible parents are put in contact with neighborhood faith based organizations so they can receive needed school supplies for their children and food for celebratory holidays.</li> <li>• All school documents of critical importance are translated into the parents’ native language. Language interpretation is provided during meetings and events as needed.</li> <li>• There is a School – Parent Compact in which the responsibilities of all of the stakeholders are clearly</li> </ul>			
---	--	--	--

stated: School Responsibilities, Parent/Guardian Responsibilities, and Student Responsibilities			
Activities that address the Capacity Framework element of Trust <ul style="list-style-type: none"> <li>The SASF has been implemented. This is the fulfillment of the Chancellor’s initiative</li> <li>Teachers demonstrate respect for their students by volunteering to participate in programs (<i>Move to Improve, Cookshop</i>) that benefit their students.</li> <li>The Parent Coordinator works with community organizations to obtain needed supplies and food for the students.</li> <li>Parent Coordinator also works in conjunction with parents and teachers to better support students.</li> </ul>	Parent Coordinator, teachers, parents	9/14 – 6/15	Administration, Parent Coordinator Administration of PS/ID 384 Administrators of SASF

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li><i>Sports and Arts in School Foundation</i>-through <i>Chancellor’s Initiative</i>-for the after school activities</li> <li>Parent Coordinator organizes the workshops, acts as liaison with neighborhood organizations, and maintains an open line of communication with the parents to strengthen students’ connection to school.</li> <li>Parent Coordinator creates list of students who qualify for a donated winter coat</li> <li>PS/IS 384’s Secretary coordinates the application of <i>Toys for Tots</i></li> <li>The Data Specialist Teacher maintains communication with TWION to obtain winter coats for students.</li> <li>Classroom teachers help present parent workshops as needed to foster the home-school connection.</li> </ul>

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic	X	Title IIA	X	Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: <ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
By February 2015, 40% of the students will have participated in an academic and /or social emotional enrichment activity, thereby supporting personal development and strengthening the student and family ties to the community. This will be measured using the activities’ attendance and/or sign-in sheets.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
-	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<p>Score below NYS determined Scale Score number on NYS Common Core ELA Assessment</p> <p>Students' Guided Reading Level performance on <i>Running Records</i></p>	<ul style="list-style-type: none"> <li>• <i>English Language Arts Common Core</i> by Peoples Publishing</li> <li>• <i>Study Island</i> –Internet Based</li> <li>• <i>Get Set for Reading</i> by Continental Press</li> <li>• <i>Rally New York</i> – ELA/Math</li> <li>• <i>Vocabulary Drills—Introductory-Advanced Levels</i> by Dr. Fry—Jamestown Reading Improvement</li> <li>• <i>Wilson Reading</i></li> <li>• <i>New York Content Reading</i></li> </ul>	Small Group	<p>During the school day</p> <p>After School Program on Wednesday and Thursday</p>
<b>Mathematics</b>	<p>Score below NYS determined Scale Score number on NYS Common Core Mathematics Assessment</p>	<ul style="list-style-type: none"> <li>• <i>Envision Math</i></li> <li>• <i>Ready Math</i></li> </ul>	Small Group	<p>During the school day</p> <p>After School Program on Wednesday and Thursday</p>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Performance on Grade 4 NYS Science Examination</li> <li>• MOSL Performance Task in Science</li> </ul>	<ul style="list-style-type: none"> <li>• Sunburst</li> <li>• <a href="http://www.readworks.org">www.readworks.org</a></li> </ul>	Small Group	<p>During the school day</p> <p>After School Program on Wednesday and Thursday</p>
<b>Social Studies</b>	MOSL Performance Task in Social Studies	<ul style="list-style-type: none"> <li>• <a href="http://www.teentribune.com">www.teentribune.com</a></li> <li>• <i>Eastern Hemisphere Interactive Reader and Study Guide</i> by Holt McDougal</li> </ul>	Small Group	<p>During the school day</p> <p>After School Program on</p>

		<ul style="list-style-type: none"> <li>• <i>Eastern Hemisphere Power Presentations</i> with Video DVD-ROM by Holt McDougal</li> <li>• <i>Thinking About Content Reading</i> by Dr. Kylee Beers-Holt McDougal</li> </ul>		Wednesday and Thursday
<b>At-risk services</b> <i>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	<ul style="list-style-type: none"> <li>• Information stated on students IEPs</li> <li>• Students who have been held over more than once</li> <li>• 8<sup>th</sup> Grade students</li> </ul>	<ol style="list-style-type: none"> <li>1. Social Worker ERSSA – Students</li> <li>2. Guidance Counselor for Special Education - <ul style="list-style-type: none"> <li>• 35 mandated students and – approximately</li> <li>• 46 crisis intervention students</li> </ul> </li> <li>3. Guidance Counselor for Regular Education – <ul style="list-style-type: none"> <li>• High school application process and</li> <li>• On-line Occurrence Reports</li> </ul> </li> <li>4. Nurse-Open Airways Services students in grades 3 – 5.</li> </ol>	<p>Small Group One to One Class Presentations</p> <p>Large Group Small Group One –to – One</p> <p>Small Group: class size is approximately 10 students for 8 cycles. Each cycle is 6 classes.</p>	<p>During the school day</p> <p>During the school day</p>

## Section 7: Title I Program Information

**Directions:**

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• Recruitment is accomplished by recommendation and word – of – mouth. The resumes are reviewed by the Selection Committee of Administrators and Teachers. There is focus on the quality of professional education and training as well as previous teaching experience and areas of demonstrated competence. Attention is also focused on finding a match for the culture of the school. There has also been recruitment of teachers from the ATR pool in instances where frequent observation of the teacher has shown him/her to be highly competent.</li> <li>• There is a thorough interview process conducted by the Selection Committee. The candidate then prepares and conducts a lesson observed by the Selection Committee. After the lesson, the Committee meets to share their notes, observations, and impressions. If necessary, the candidate is asked to prepare another lesson for observation.</li> <li>• The new teachers receive scheduled mentoring from a building based mentor teacher and support from the lead teacher at their grade level. If the new teacher needs support with the arrangement of his/her room, there is a colleague to provide it. The prep schedules are aligned for common preps. Therefore, there is ample time for planning and conferring about curriculum and students. The Administration conducts brief focused observations of the new teacher and provides targeted feedback using the Danielson Framework For Teaching Rubric.</li> <li>• Teachers receive assignments based on their content area expertise. Common Branch teachers are assigned to the grades in which they have shown their familiarity and/or expertise. However, there are times when the teacher – grade match is not optimal. In this case, much consideration is given to finding another grade placement. In most of the instances where this was done, the teacher went on to flourish in the newly assigned grade.</li> <li>• If there are teachers who are not Highly Qualified in the area to which they have been assigned, the Administration encourages and supports them in their efforts to satisfy the necessary requirements. The Administration maintains diligence in updating these teachers about DOE sponsored initiatives in this</li> </ul>

area. Under this initiative, one teacher satisfied the requirements for a Bilingual Extension while another obtained certification in ESL. Presently, there is one teacher who continues to work toward fulfilling the requirements for designation as Highly Qualified in ESL. .

All teachers are strongly encouraged to avail themselves of the online pedagogical resources such as schoolnet.com, www.engageny.org, www.achievethecore.org.

### **2b. High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- The Professional Learning Committee surveyed the teachers to determine their areas of need for professional learning and their areas of strength for presentation
- Teachers are scheduled for targeted professional learning in areas where there is need as determined by MOTP ADVANCE evaluations
- Teachers attend professional learning sessions sponsored by Network 210 and the DOE
- Teachers turn-key professional learning to colleagues during the Monday afternoon Professional Learning Session
- Teachers are sent to professional learning to support implementation of *ReadyGen*, *CodeX*, and *Go Math*.

## **Part 3: TA Schools Only**

### **3a. Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

### **3b. TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

## **Part 4: SWP Schools Only**

### **4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

- There is a Universal Pre K program in-house.
- Children are offered a seat in the Pre K Program after parents complete an on-line application.
- Pre K teachers work under their Early Childhood License and have already taught in Kindergarten or

Grade 1. Therefore, they understand the elementary school curriculum.

- Pre K teachers and their students participate in *Cookshop* which spirals into Kindergarten, Grades 1, 2, & 3.
- Pre-K students participate in Prep Period Specials such as Art, Music, and Library. This is a step toward integration with the entire school community.
- The Pre-K teachers confer with the Kindergarten teachers to ensure transparency and vertical alignment of curriculum.
- Teachers in Pre K meet in a professional leaning community to evaluate student work and formulate a plan for instruction that supports readiness for Kindergarten.
- During the June half days, teachers in Pre K and K confer as the records are passed up.
- This is the second year of PS/IS 384's participation in the Robin Hood Foundation Grant through which the *Pre K Counts Program* was awarded. This program aims to build a foundation for the development and understanding of math concepts so the students can carry this into elementary school.
- In June Pre K students are supported in their transition to Kindergarten as follows:
  - Their teacher takes them on a walk throughout the school
  - They is an initial introduction to the cafeteria as the place for breakfast and lunch
  - They visit the Kindergarten classrooms
  - On one of the final days in June, they follow the Kindergarten schedule for the entire school day which means they experience an entire school day without naps or center time play.

There are on-going parent workshops to prepare them for their child's transition to Kindergarten and the implications of that transition.

#### **4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The following committees demonstrate that teachers participate in the decision making process:

- Professional Learning Committee is composed of teachers and the UFT Representative. The members of this committee have conducted a survey to determine teachers' needs and strengths in the area of professional learning.
- MOSL Selection Committee is composed of teachers and administrators. This committee analyzed the 2013-14 MOSL data and selected the MOSLs for the current school year.
- Selection Committee is composed of teachers and administrators. This committee screens the resumes of possible teaching candidates, interviews the candidates, views the "demo" lesson, and makes recommendations about the hiring of potential teachers.
- Mentoring Committee is composed of teachers and administrators. This committee monitors the integration of new teachers into the life of the school and the process of mentoring for new teachers.

#### **4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program

contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$576,543	X	Page #s: 10, 15, 22, 31
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$103,835	X	Page #s: 10, 15, 22, 27, 31
Title III, Part A	Federal	\$17,696	X	Page #s: 10, 15, 22, 27, 31
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$3,383,304	X	Page #s: 10, 15, 22, 27, 31

#### **<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

### Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[PS/IS 384]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[PS/IS 384]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional learning opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional learning, especially in developing leadership skills;
- maintain a Parent Coordinator. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on November 20, 2014 to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their

children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### **School-Parent Compact (SPC)**

**[PS/IS 384]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional learning opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: PS/IS 384 Frances E Carter Sch	DBN: 32K384
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 155
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
# of certified ESL/Bilingual teachers: 4
# of content area teachers: _____

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Rationale:

Although the results of the 2014 New York State English Language Arts Assessment showed that this school did make substantial gains in the proficiency levels of our ELL students, the supplemental program is needed in order to maintain our momentum in demonstrating significant growth in this essential population among all grade levels in which ELLs are present.

Careful analysis of this together with the NYSESLAT and MOSL demonstrated that ELL students in grades K-8 require additional support in literacy, particularly in the areas of reading comprehension and writing. Also, the Professional Collaborative Teams on each grade level have utilized the Six Traits of Writing Rubric for informal evaluation of student writing. Analysis indicated that ELL students require additional support in their efforts to write at levels that reflect the Common Core Learning Standards. This program would be helpful in attaining our school wide goal for compliance with the citywide initiatives of accomplishing Common Core Performance Tasks in each subject area.

As a result, Title III After School and Saturday Academy programs were designed to support students as they aspire to improve their skills in these areas.

Subgroups and Grade Levels of Students to be Served:

Although the program is focusing on Newcomers, we will also have all English Language Learners in the program, including Long Term ELLs and SIFE students. One teacher will service two grades in grades 3-8, for a total of four teachers.

Schedule and Duration of After School Program:

The After School Program is held on Wednesdays and Thursdays from 2:30 pm - 4:00 pm and consists of 45 sessions beginning December 3, 2014 through May 21, 2015.

Subjects and Grade Levels of Students to be Served/Types of Materials to be Used:

ELL students in grades 3-8 who are designated as Beginner-Advanced on the NYSESLAT Assessment and whose New York State English Language Arts Assessment places them at Level 2 or lower are invited to attend the After School Program. The students are provided with supplemental instruction in English Language Arts through authentic literacy activities and technology-based programs that provide access to informational text at the students' individual reading levels. There are reading activities and writing activities designed to foster development in the Common Core Writing Standards. Also, there are

## Part B: Direct Instruction Supplemental Program Information

supplementary materials such as videos and websites that help build background knowledge for these students.

### Language of Instruction:

As a school with an ESL program, all subjects are conducted in English with Native Language Support.

### Numbers and Types of Certified Teachers:

Four ESL or Bilingually licensed teachers will be providing services to groups of approximately ten - fifteen students in grades 3-8.

The students in the After School Program are provided with supplemental instruction in English Language Arts and Mathematics. They receive differentiated instruction through a variety of hands-on activities that include authentic literacy activities and technology-based programs as appropriate.

### Types of Materials:

Supplemental materials such as Hampton Brown's Into English, Attanasio and Associates' Getting Ready for the NYSESLAT, Benchmark Education Company's Reading Instructional Goals for Older Readers and the OpenBook technology will enhance their current curriculum and provide assistance in Speaking, Listening, Reading and Writing.

### The Title III Saturday Program:

#### Subgroups and Grade Levels of Students to be Served:

The Title III Saturday Program consists of all Newcomer-Long Term ELL and SIFE students in grades 3-8.

Classes will be combined as one teacher per two concurrent grades, beginning with grade 3. One teacher will teach a combined class in grades 3-4, grades 5-6 and grades 7-8, for a total of three teachers. In each class, the ELL students receive supplemental English Language Arts instruction that is aligned to the Common Core Learning Standards. They are provided with a curriculum that aligns the instruction with that of the regular school day in order to scaffold their learning. The ELL students are exposed to learning through various modalities: Through technology, students will be provided an auditory, tactile and visual means of instruction. CD players and headphones for books on tape offer an auditory means of instruction. This instruction aims to enhance students' listening, speaking, reading and writing skills and increases their achievement on the NYSESLAT, NYS ELA, and classroom performance tasks.

#### Schedule and Duration of Saturday Program:

The Title III Saturday Program starts at 9am and ends at 12:00pm. It consists of 20 sessions, grades 3 to 8 ELLs will be invited to attend and runs from December 6, 2014 until May 16, 2015. The students are assessed and grouped by proficiency levels. The group size for each class will be approximately fifteen to twenty students.

### Language of Instruction:

## Part B: Direct Instruction Supplemental Program Information

As a school with an ESL only program, the language of instruction is English with Native Language supports.

Types of Teachers.

The Title III program will be staffed by ESL and Spanish Bilingual-licensed teachers.

Types of Materials:

Supplemental materials such as Hampton Brown's Into English, Attanasio and Associates' Getting Ready for the NYSESLAT, Benchmark Education Company's Reading Instructional Goals for Older Readers and the OpenBook technology will enhance their current curriculum and provide assistance in Speaking, Listening, Reading and Writing.

## Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Rationale:

Based on the results of our school's pre-needs and post-needs assessments, our research indicates a correlation between student achievement and teachers who participate in high-quality Professional Development activities.

An assessment will be utilized to continue to understand this correlation between student achievement and teacher training as they continue to participate in activities in the Title III program.

Title III Teachers Training:

ESL teachers as well as all faculty members servicing ELL students are provided with workshops. Teachers attend the workshops sponsored by the DELLSS.

The duration of these workshops and Professional Development sessions vary from 40 minutes - 1 hour.

School and off-site personnel work collaboratively starting in September to provide Professional Development to faculty members working with ELLs. Workshops take place during the school day and after school for the Title III teachers, during the months of September through May, on Professional Development Days (e.g. Election Day) and during Grade, ESL and Faculty Conferences on developing ELL knowledge. The topics of the workshops include: The Danielson Rubric Presentation and its impact on

### Part C: Professional Development

ELL instruction, Two sessions regarding Pauline Gibbons ELL Teaching Strategies, The ELLs and the supportive environment, Universal Design for Learning, ELL Computer Academy for Parents and Guardians, Response to Intervention for Subgroups and Analyzing the Rigor and Relevance of Performance Tasks for ELLs.

Schedule and Duration:/Topics to be Covered:

A tentative schedule for this is as follows:

November Developing Core Curriculum Literacy Units of Study aligned to the goal outlined in the Comprehensive Education Plan (CEP)

September 22, 2014 Developing a protocol for Instructional Planning Sessions and Looking at Student Work Ms Cruz

September 29, 2014 "Digging into Data" - Schoolnet.com Ms Casaccio

October 6, Instructional Planning Session in Grade Levels K-2, 3-5 and 6-8 Ms Zito

October 20, 2014 Go Math Training Mr. Quinci

October 27, 2014 Meeting the Needs of ELL Students Ms Pierce, Ms Gilbert, Ms de Martino

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Rationale:

Based on the results of our school's pre-needs and post-needs assessments, our research indicates a correlation between student achievement and parents who participate in Parental Engagement Activities. This need assessment will be utilized to continue to understand this correlation as they continue to participate in activities during the Saturday Program.

Topics to be Covered:

In November of 2014, parents of English Language Learners will be invited to enroll in a Saturday Program that provides classes in Beginner Level of ESL and Introduction to Computers and Keyboarding.

Learning in the classroom is theme-based and driven by the interests and needs of the students as expressed in their responses of interest surveys. The curriculum includes instruction through authentic literacy activities in the following:

**Part D: Parental Engagement Activities**

pronunciation/speaking,

reading signs

writing forms

spelling/grammar

history/culture

holidays /traditions

community resources

Also utilized for instruction are libraries that address content area topics, video technology and additional resources that support language acquisition.

Cookshop for Parents will be offered this year to instruct and promote healthy eating habits among family members.

Providers:

School faculty conduct presentations on the NYS high stakes assessments, which include NYSESLAT, ELA, MATH, and SCIENCE in which ELLs shall participate.

Parents are provided with all necessary instructional materials.

Bilingual personnel are available to assist parents at every workshop.

How Parents will be Notified of Their Activities:

Parents are invited to enroll in classes and/or attend presentations through invitations sent home in their native language and phone calls made by the Parent Coordinator. The Parent Coordinator also attends every Saturday class and serves as an advocate and intermediary for the interests of the parents.

Schedule and Duration:

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries	_____	_____

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>32</b>	Borough <b>Brooklyn</b>	School Number <b>384</b>
School Name <b>PS/IS 384 The Francis E Carter School</b>		

### B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Ms Phyllis Rauli</b>	Assistant Principal <b>Ms Janine Zito</b>
Coach	Coach
ESL Teacher <b>Jennifer Pierce-Chornomor</b>	Guidance Counselor <b>Susan Spaventa</b>
Teacher/Subject Area <b>Rosemarie Casaccio/Reading</b>	Parent <b>Stacey Malave</b>
Teacher/Subject Area <b>Sindy Gilbert/ESL</b>	Parent Coordinator <b>Grace Baez</b>
Related Service Provider <b>Mayra Santos</b>	Other <b>Marilyn Cruz/Asst Principal</b>
Network Leader(Only if working with the LAP team)	Other <b>Victor Victoria/Common Branch</b>

### C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	<b>7</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>3</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>	Number of special education teachers with bilingual extensions	<b>2</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>696</b>	Total number of ELLs	<b>156</b>	ELLs as share of total student population (%)	<b>22.41%</b>
--	------------	----------------------	------------	---	---------------

## Part II: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

K  1  2  3  4  5   
6  7  8  9  10  11  12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In	2	1			2		2	2	2					11
self-contained			1	1		1								3
<b>Total</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	156	Newcomers (ELLs receiving service 0-3 years)	113	ELL Students with Disabilities	33
SIFE	9	ELLs receiving service 4-6 years	34	Long-Term (completed 6+ years)	9

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	113	4	13	34	2	15	9	2	5	156

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>113</b>	<b>4</b>	<b>13</b>	<b>34</b>	<b>2</b>	<b>15</b>	<b>9</b>	<b>2</b>	<b>5</b>	<b>156</b>
Number of ELLs who have an alternate placement paraprofessional: _____										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>													

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
<b>TOTAL</b>	<b>0</b>										

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	16	21	25	20	11	17	18	16	6					150
Chinese	1	1		1	1									4
Russian														0
Bengali														0
Urdu														0
Arabic	1					1								2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>18</b>	<b>22</b>	<b>25</b>	<b>21</b>	<b>12</b>	<b>18</b>	<b>18</b>	<b>16</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>156</b>

## Part III: Assessment Analysis

### Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	14	7	6	6	3	3	10	6	0					55
Intermediate(I)	0	9	11	1	2	4	1	2	5					35
Advanced (A)	4	6	8	14	7	11	7	8	1					66
Total	<b>18</b>	<b>22</b>	<b>25</b>	<b>21</b>	<b>12</b>	<b>18</b>	<b>18</b>	<b>16</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>156</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	6	3	0	0	9
4	12	5	0	0	17
5	12	1	0	0	13
6	6	1	0	0	7
7	4	0	0	0	4
8	2	1	0	0	3
NYSAA Bilingual (SWD)	8	1	0	0	9

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	9	0	2	0	0	0	0	0	11
4	14	0	5	0	0	0	0	0	19
5	11	5	2	0	0	0	0	0	18
6	8	0	1	0	0	0	0	0	9
7	5	0	0	0	0	0	0	0	5
8	2	1	0	0	0	0	0	0	3
NYSAA Bilingual (SWD)	8	0	1	0	0	0	0	0	9

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	3	0	7	0	4	0	15
8	1	0	1	0	3	0	0	0	5

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**After reviewing and analyzing the assessment data, answer the following:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

PS/IS 384 uses LAB-R in grades K-8, ECLAS-2 in grades K-3, NYSESLAT in grades K-8, Measures of Student Learning in grades K-8, Pearson Periodic Assessment for ELLs in grades 3-8, New York State Standardized Assessments in grades 3-8, Fountas and

Pinnell in grades K-8, as well as individual classroom-based program. All assessments discussed in the RTI section are also utilized. In addition to identifying the young students' needs, information obtained from some of these assessments has enabled staff to identify older students' early literacy needs, which often occur when a student is SIFE or has entered an English-speaking school in later years and requires age-appropriate early literacy materials. Upon obtaining this information from data analyzed in this report, our school has increased the number of early-literacy reading material that is age appropriate for older students, as well as younger ones.

Additionally, for students who are not newcomers, the data indicates that most English Language Learners do not usually achieve English proficiency as determined by their NYSESLAT results due to their Writing scores. As a result of this conclusion, there is a special concentration on the ELLs in the work of the Inquiry Teams. Also, our third school goal for the 2013-2014 school year strives to move all students to a proficiency in writing across the content areas.

Finally, LAB-R scores are administered only once in the lifetime of a student to assess their initial English proficiency. Most students, regardless of age level, score at the Beginner or Intermediate level at this time.

Many of the conclusions drawn from the data obtained in this Language Allocation Policy had a degree of predictability. As most other research suggests, most students at PS/IS 384 achieved speaking proficiency first, following by listening, then reading and writing respectively. Also, this research is in line with nationwide research in which writing is the most difficult modality for all students to attain proficiency. Another predictable conclusion that our data supports is that younger newcomers achieve proficiency in all modalities sooner than students who enter an English speaking school at an older age.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

As mentioned above, most students at PS/IS 384 achieved speaking proficiency first, followed by listening, then read and writing respectively.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Students receive frequent additional assessment and instruction in listening comprehension and speaking, such as following directions, recalling details, etc. Students also have opportunities to listen to and read text aloud on CD's and technology-based programs.

LEP students who have not met the performance standard in reading receive ESL instruction with frequent assessment and practice of reading comprehension. All standards for reading, such as reading for information, literary response, critical analysis, social interaction and cross-cultural understanding are emphasized.

Additionally, many LEP students have been identified by grade teacher Inquiry Teams and goals have been set to help meet their writing needs.

PS/IS 384 utilizes the Annual Measurable Achievements Objectives to determine the English language acquisition of our English Language Learners and to plan for future grouping accordingly, and to identify students who may be stuck at any particular proficiency level. Currently, our school has proudly made all three of its AMAO's and is projected to continue to do so until the 2015-2016 school year. Interestingly, many students also made progress their first year testing, (AMAO I), having scored at the intermediate level as first time test takers. This was particularly true in the Kindergarten, First and Second Grade levels. Somewhat predictably, the data shows a normal progression of students through the NYSESLAT levels from beginner to intermediate, then intermediate to advanced and then proficient. Generally most ELLs with IEPs remain at an intermediate or advanced level throughout the years.

4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

PS/IS 384 has an ESL program only at this time.

A.

Our data supports no difference in proficiency levels between students in grades 4-8, and that younger children fared better in the NYS ELA, while the middle school children did not fare as well. Also, as mentioned above, we discovered a larger number of students either attaining proficiency, or demonstrating growth as first time test takers in grades K-2. We conclude that younger children generally attain English proficiency according to the NYSESLAT sooner, which then terminates their ELL status. Remaining ELL students are generally newer arrivals, with less time to acquire English language skills across all modalities, or students, who for a variety of reasons, do not easily acquire language, which results in an occurrence of lower ELL proficiency in the higher grades.

B.

The data demonstrates that ELL students taking standardized tests in their native language tend to score lower than their ELL counterparts that take standardized tests in English. It should be noted that the two students who did take the Math test in her native language were newcomers who arrived in the 2012-2013 school year.

C.

School leadership and teachers utilize data obtained from standardized test scores of the ELLs to design the program and for the Inquiry Team to design suitable interventions.

The results are in line with the data obtained from the results of the New York State Assessments. Students identified as ELLs are given translated testing materials in their native language as per state regulations.

Additionally, appropriate translating dictionaries are provided for each student.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

At the beginning of the year, all students in grades K-8 are screened using a baseline writing assessment that is scored according to the Six Traits of Writing Rubric that has been aligned to the Common Core State Standards. Targeted writing goals are then set, and measurement of attainment of these goals is monitored approximately every two months. Writing is also assessed and evaluated for the Common Core Performance Tasks. This is done at the beginning, middle and end of the task.

In grades K-3 relevant assessment data for ELLs is acquired by the ReadyGen Baseline Assessment and ongoing unit benchmark assessments, Wilson Screening (grades 2-4), Foundations in grades K-2 and Running Records for all grades.

The results of these assessments are utilized to determine the appropriate Response to Intervention Planning tier for each student. In order to effectively assess the needs of English Language Learners, these assessment batteries include measures of code-based skills, such as phonological processing and phonics skills, in addition to meaning-based skills such as listening comprehension, vocabulary knowledge, and conceptual knowledge.

Additionally, progress is monitored by informal assessments for each modality; speaking, listening, reading and writing in the ESL classroom. Teachers are mindful of the need to analyze data through a language acquisition lens. That is, they must differentiate between what may or may not be difficult for a child because it is not familiar in their home language during various curriculum-based measures, classroom observations and performance-based assessments.

6. How do you make sure that a child's second language development is considered in instructional decisions?

PS/IS 384 has no Dual Language Program as per Parent Choice.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?

NA

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Our school evaluates the success of the ELLs as follows:

1. Student growth in the NYSESLAT performance
2. Student growth in the New York State ELA and Math Assessments
3. Student growth in other New York State Assessments.
4. Student/Teacher conference notes
5. Student performance on teacher-created assessments
6. Student classroom work portfolios
7. Student performance on assessments in technological instructional programs
8. Acuity/ITA
9. Running Record
10. Destination Reading
11. ECLAS
12. Teacher observation of ELL students' self-esteem and cross-cultural understanding

## Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Upon registration, the parent of a first-time new admit receives a registration package from the secretary which includes the Home Language Identification Survey (HLIS). If the parent speaks a language other than English, he/she receives the Home Language Identification Survey in his/her native language. If the parent indicates a low incident language, oral translation services are contacted, and the parent takes the survey with the support of a translator. The ELL Coordinator, Ms. Jennifer Pierce-Chornomor- licensed ESL Teacher evaluates the Home Language Identification Survey and if questions 1-4 and 5-8 in Part 1 of the HLIS indicate that there is a language other than English spoken at home, she conducts an oral interview with the parent to complete Part 2 of the HLIS. This interview is conducted in the parent's native language with the assistance of a staff member who speaks the language or a representative of the translation-interpretation unit. The translation-interpretation representative assists over the phone. If the child is present, he participates in the interview also. The purpose of the interview is to identify the home language and the instructional program of the student. Based on the results of this interview and the answers provided in part 1 of the HLIS, the home language is established. Upon completion of the HLIS, the original is placed in the student's cumulative record and a copy goes into the ELL Compliance Binder. If the home language is English, the first page of the survey is coded "NO". No further action is needed; the child is not an ELL student.

If the home language is other than English, the appropriate language code is entered in the designated area of the first page. The student becomes eligible for the LAB-R Testing to identify the level of English proficiency. This initial assessment is conducted only once in the child's life, even if the student is discharged, leaves the country and then returns. This LAB-R is administered within the first ten days of student's admission. The ELL Coordinator, Jennifer Pierce-Chornomor administers the assessment. Entitled students whose home language in Spanish are administered the Spanish LAB-R by a licensed pedagogue with a bilingual extension. After she hand scores the assessments, the results are placed in the ELL Compliance Binder, and the scan sheets are packaged and delivered to the Director of the Borough Assessment for Scanning.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Within twenty days of registration, the parent is invited to a Parent Orientation session where he/she receives a brochure in his/her native language explaining the three instructional program models available, thus enabling the parent to make an informed decision about their child's education. The orientation sessions are conducted by the ELL Coordinator, Ms. Pierce-Chornomor and

Parent Coordinator, Ms. Grace Baez. Since the majority of the parents at P.S./I.S. 384 speak Spanish, the Parent Coordinator serves as translator. If another language is spoken, translation services are provided. At the orientation session, a DVD is shown in the parent's language. This explains the three program models available to parents of NYC school children. After this, the parent completes a parent survey and program selection form in his/her native language. After reviewing the completed form, Ms. Pierce-Chornomor provides the information about the programs currently available in this school. The available programs are in alignment with Parent's Choice, as no two contingent grades of students who share a common language have a request for a Transitional Bilingual Education or Dual Language Program totaling fifteen or higher. Currently, the trend in the Parent Program Choice, based on analysis of parent survey and selection forms is English as a Second Language.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

After concluding the English LAB-R, each student receives either an entitlement letter or a non-entitlement letter, based on the results of the examination. Students who are English Language Learners are provided the entitlement letter. The entitlement letter invites the parent to attend the Parent Orientation meeting mentioned above. It is at this meeting that the informational video is viewed by parents in their home language. At the conclusion of this viewing, the Parent Survey and Program Selection form is provided to the parent. This procedure ensures that all parents have an opportunity to become informed and ask questions about the options available to their children. It also mitigates the possibility that Parent Surveys and Program Selection Forms are missing.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

To ensure the parents' preferred language is accommodated, our designated Language Access Coordinator collects blue cards from students and enters the information into ATS. Also, since so many of our students have Spanish-speaking parents, all of the school correspondence is sent in both English and Spanish.

The parent is invited to a Parent Orientation session where he/she receives a brochure in his/her native language explaining the three instructional program models available, thus enabling the parent to make an informed decision about their child's education. The orientation sessions are conducted by the ELL Coordinator, Ms. Pierce-Chornomor and Parent Coordinator, Ms. Grace Baez. Since the majority of the parents at P.S./I.S. 384 speak Spanish, the Parent Coordinator serves as translator. If another language is spoken, translation services are provided. At the orientation session, a DVD is shown in the parent's language. This explains the three program models available to parents of NYC school children. After this, the parent completes a parent survey and program selection form in his/her native language. After reviewing the completed form, Ms. Pierce-Chornomor provides the information about the programs currently available in this school. The available programs are in alignment with Parent's Choice, as no two contingent grades of students who share a common language have a request for a Transitional Bilingual Education or Dual Language Program totaling fifteen or higher.

If this program reflects the parent's first choice, the child is then placed in the ESL program as per mandated units of ESL instruction based on the child's level of English proficiency. Students at the Advanced proficiency level are programmed for the mandated 180 minutes of ESL and 180 minutes of ELA instruction per week; students at Intermediate and Beginner levels of proficiency are programmed for the mandated 360 minutes of ESL instruction per week.

If the parent's first choice is Transitional-Bilingual Education (TBE), then the parent is informed that currently this program is unavailable in this school due to the trend in Parent Choice which is a preference for an ESL program. Ms. Pierce-Chornomor explains what has to occur for the TBE program to be opened here: there must be the parents of 15 students who speak the same language on the same or consecutive grade level who choose this option. Ms. Pierce-Chornomor also informs the parents that she has a list of PS/IS 384 parents who have also made the choice for TBE. If at any time during the current school year, the number of parents making this selection reaches 15, she will contact the parents to ascertain whether they still prefer TBE. If they indicate their continuing preference for a TBE program, a TBE class will be opened. This procedure is identical for parents who request a Dual Language program (DL).

At this point, the parent is offered a transfer option to a school that offers TBE in the parent's language. If the parent accepts the offer, then Ms. Pierce-Chornomor calls the school to determine seat availability. Placement is completed through the Enrollment Office.

If the parent indicates a preference for Dual Language Program, the process explained above is repeated. If the parent rejects the transfer option, Ms. Pierce-Chornomor notes this on the Parent Survey and Selection Form, and the child is placed in the current available program which is ESL. Copies of each students' Parent Survey and Selection Forms are also kept on file in each students' personal student file.

The Parent then receives a placement letter in his/her language, a copy of which is placed in the ESL Compliance Binder. The Agendas and Sign-In sheets from the orientation sessions are placed in the ELL Compliance Binder.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Ms Pierce-Chornomor maintains a detailed and updated ELL Participating List to ensure all ELLs, including current school ELLs, new admits and transferring ELL students are administered all four modalities of the NYSESLAT exam. She and Mr Victoria adminster the Speaking portion individually to all current ELLs.

On the first available week of the Listening, Reading and Writing exams, teachers with a high occurrence of ELL students in their classrooms will pre-interclass their non-ELL students to neighboring classrooms during the testing period and administer the NYSESLAT to their own ELL students. Individual makeups are administered by Ms. Pierce-Chornomor and Mr. Victoria. As the NYSESLAT is untimed, teachers are encouraged to begin each test in the first period, to ensure all ELLs have the opportunity to complete the exam before their lunch.

For the Listening exam, CD players are provided in advance in the event a teacher does not have one.

Students with IEPs' testing conditions all comply with their testing recommendations.

Testing materials are kept in a locked, secure location and teachers are provided the instructions in advance, as per NYSESLAT instructions and all testing memorandas.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **①**

Currently, the program model at PS/IS 384 is English as a Second Language. This is aligned with the trend in the Parent Program Choice, based on analysis of parent survey and selection forms. Analysis of the previous two school year's data confirms this: In 2012-2013 school year Parents Choice indicates 121 parents (out of 156 surveyed) selected the ESL instructional program; 15 parents selected a Dual Language Program, and 20 selected a Transitional Bilingual Education Program. Of these totals no two consecutive grade levels totaled 15 preferences for either a Dual Language Program or a Transitional Bilingual Education Program. Similarly, in the 2013-2014 school year, Parent's Choice indicates 121 parents (out of 156 surveyed) have selected an ESL program, while fifteen have selected a Dual Language Program and twenty opted for TBE. The following tally indicates each grade's Parent Choice selections.

Parent's Choice Selection

2012-2013 School Year

Grade	ESL	DL	TBE
K	15	1	2
1st	23	1	5
2nd	22	5	7
3rd	10	1	1
4th	14	3	3
5th	17	1	4
6th	12	3	1
7th	9	0	3
8th	4	1	0

Totals	126	16	26
--------	-----	----	----

2013-2014 School Year

Grade	ESL	DL	TBE
K	13	0	2
1st	21	1	5
2nd	22	5	4
3rd	11	1	1
4th	14	3	2
5th	15	1	3
6th	12	3	0
7th	9	0	3
8th	4	1	0
Totals	121	15	20

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

There are five ESL certified teachers in the school. Three of these teachers have a self-contained class (one in second grade, one in third grade and one in fifth grade) comprised of students of varying proficiency levels (heterogenous). The students are grouped together (block model) for the entire day for all content instruction. The other two ESL certified teachers work collaboratively with five common branch and Special Education licensed classroom teachers (of grades 1, and 4-8), pushing into their heterogenous classrooms to provide the ELLs with their appropriate units of instruction (eight units per week for beginner and intermediate students and four units per week for the advanced). Students with very little or no English proficiency may also be pulled along with others from different grades to give them specialized instruction suited to their needs. For these students, they would receive a combination of a block, heterogenous push-in model with an ungraded model for students of homogenous proficiency levels to ensure their language acquisition. This continues until their English language skills are sufficient for them to gain meaningful instruction in their regular, self-contained classrooms.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

All students at PS/IS 384 receive ten periods (450 minutes) of ELA instruction per week regardless of ELL designation. Beginner and Intermediate ELL students receive a minimum of eight periods (360 minutes) of ESL instruction per week while Advanced students receive four (180 minutes), in accordance with NYS CR Part 154. Although beginner and intermediate students are entitled to just eight periods per week of ESL service, students in self-contained classrooms with dually-licensed, common branch/ESL teachers, receive instruction utilizing ESL strategies for most of the day from their classroom teacher. For students in classrooms without a dually-licensed, common branch/ESL teacher, out-of-classroom ESL teachers provide students with ESL services for eight periods per week (360 minutes) for Beginner and Intermediate students and four periods per week (180 minutes) for Advanced students through push-in or pull-out. These out-of-classroom ESL teachers schedule their program to ensure all periods are met as mandated. As per Parent Choice, PS/IS 384 only has an ESL program at this time. Beginning, Intermediate and Advanced ELLs are provided twenty-five percent native language usage and support as per CR Part 154.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Through the ESL Push-In and Pull-Out Programs, the ESL teachers meet with the classroom teachers during their weekly articulation periods to discuss the week's content areas and plan their lessons based on Common Core Standards and NYS ESL and Performance Standards. The teachers implement an instructional program that utilizes a balanced approach to teaching and learning and is comprised of best teaching practices that enhance the language development of the ELLs. Thus, the ELLs have the opportunity to excel academically and socially (Children First Initiative's uniform curriculum) by learning through the same, challenging and rigorous instructional program as their peers. The ELLs receive a comprehensive, multi-sensory approach to learning to enhance the four modalities (listening, speaking, writing and reading) through hands-on activities that include:

- use of realia and technology to explore and research topics
- continuous interaction with peers in both classroom and social settings
- use of accountable talk during discussions
- development and presentation of art, science and writing projects
- development of vocabulary and comprehension skills during Readers and Writers Workshops as well as other content areas
- discussions on thematic topics and current events to develop higher order thinking skills
- role-playing and language development through art, music and creative expression
- providing all ELLs with the same academic experiences as their peers
- providing ELLs with their appropriate units of instruction
- supporting the ELLs to achieve grade and state level standards
- enhancing their oral and written communication skills
- maximizing language acquisition for ELLs

ESL instruction for all ELLs aligns Common Core and ESL Standards-based strategies within the school's comprehensive core curriculums in Mathematics (Go Math Math Program) and Literacy (Ready Gen, once ready and Reading Street by Scott-Foresman in grades K-5, Zaner-Blaser Strategies for Writers - A Common Core State Standards-Based Writing and Grammar Program in grades K-5 and Scholastic Code X, as well as Science, Social Studies (RIGOR - Reading Instructional Goals for Older Readers), Art and other content areas, to provide the ELLs with their appropriate units of instruction (eight units per week for beginner and intermediate students and four units per week for the advanced). Each program is a scientifically research-based program. An ELL's language, cultural background, interests and academic standing are considered when differentiating instruction for them. Differentiation of instruction for ELLs includes additional strategies and materials incorporated into daily lessons through the use of visual aids, technology-based programs, small group instruction and peer support. The instructional resources used in the ESL Program include the following:

- "RIGOR - Reading Instructional Goals for Older Readers for grades 3-8
  - "Into English" series for grades 3-6
  - "On Our Way to English" for grades K-3
  - Content area books
  - Anthologies
  - Theme-based literature and project activities
  - Listening centers
  - Audio Visuals
  - Leveled libraries
  - Puzzles and games
  - Word Walls
  - Technology
  - Songs and poems
  - Visual aids (picture cards, charts, posters, picture dictionaries)
  - Translation Dictionaries
  - Books on tape/Big books
  - Native Language Resources, such as libraries, texts, technology and primary resource materials

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

As a school with an ESL program only, we ensure that ELLs are appropriately evaluated in their native language when, in the event that a student's home language is determined to be Spanish and his or her English LAB-R scores entitle them to ESL services, they are administered the Spanish LAB-R in accordance with CR Part 154. The results of this exam will determine their home language proficiency, which will help teachers make informed decisions regarding their Spanish-speaking ELL students' instruction. All recommended test guidelines are followed and administered by a teacher with a bilingual extension. Also, students identified as ELLs are given translated testing materials in their native language as per state regulations. Additionally, translating dictionaries are provided for each ELL as provided by state regulations.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In addition to all RTI assessments and teacher progress monitoring, we elect to utilize the NYSESLAT predictive examination.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

SIFE students are also provided with the aforementioned services. However, additional support includes the development of safety net programs through academic intervention services and pull-out programs to target and address their specific needs

#### Newcomers

ELLs with 3 or less years in US schools are provided with intensive instructional support that includes: small group support, hands-on

activities to enhance vocabulary development, close monitoring through formal and informal assessments and ongoing contact with parents. These students are also afforded the opportunity to participate in extra-curricular activities (e.g. sports, dance, chorus, art, etc.). This increases their interaction with peers and enhances their social and academic skills. ELLs (that are new to the school) and their parents are invited to a tour of the school. In addition, they meet with the administration, teachers and students to learn of our school's academic and social programs. Beginning in the 2011-2012 school year, our school also implemented peer tutoring, whereby former ELLs who share a common language with newcomers assisted them in completing their core subject studies.

#### Plan for ELLs receiving service 4 to 6 years and Long Term ELLs

These students are monitored closely by the classroom and ESL teachers, administrators and the Inquiry Team. Formal and informal data is utilized to assess their strengths and needs. Through classroom instruction, academic intervention services, Zero Hour, After School Programs, Title III Supplemental Programs and parental involvement these students receive the necessary support to improve their academic standing.

#### Plan for Transitioning ELLs in the two-year Monitoring phase

These students generally remain among their peers of Current, Transitioning and Former ELL students in order to continue to receive mutual support. This is especially true when the current and former ELLs share a common first language with the Transitioning ELL. After careful consideration, exceptions are made when it is determined that a Transitioning ELL would benefit from being placed in a class of monolingual students.

Additionally, these students continue to be invited to participate in all Title III programs and activities .

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Students with disabilities whose IEPs mandate ESL instruction are provided access to the same programs, curriculum, grade level materials and resources as students in the general education population. Formal and informal assessments coupled with the students' IEPs are consulted to align appropriate services and strategies to instruction on a case per case basis. Specifically, additional scaffolding and modelling is particularly essential to ELL students with disabilities' success in English language acquisition. This additional support is provided through small group instruction, academic intervention services, after-school and zero hour programs and is designed to meet their diverse needs. Since all of our ELL students with disabilities are Spanish-speakers, all paraprofessionals who service these students are bilingual to support their English acquisition and listening comprehension. Also, ELL students with disabilities receive ESL lessons emphasizing context-rich instruction designed to enhance English language understanding and production in listening, speaking, reading and writing.

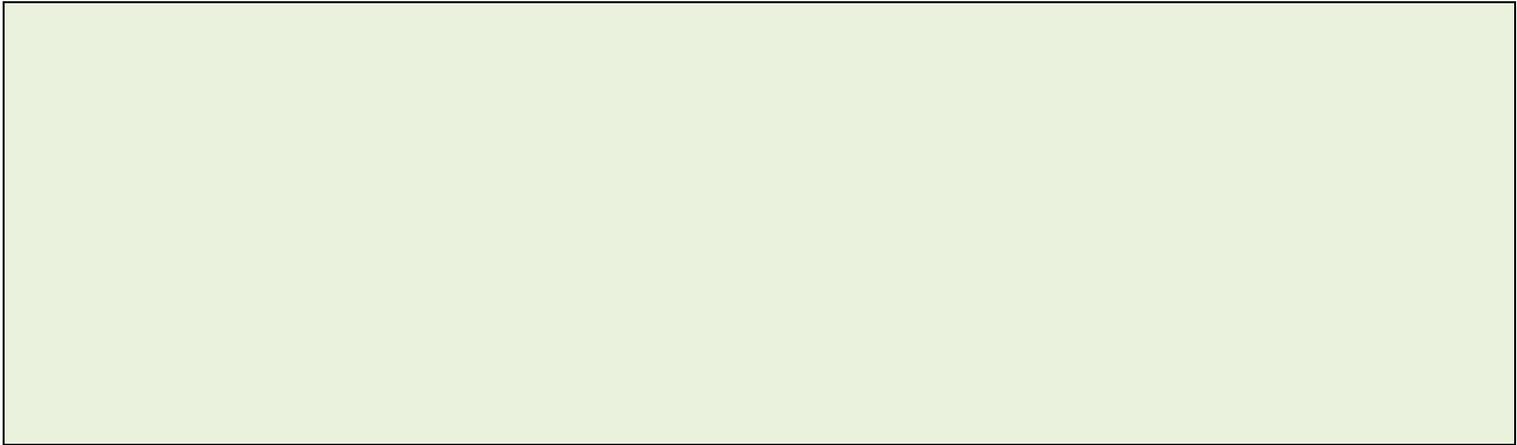
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

All required ELLs with IEPs' curriculum and instruction correspond to the ELL's age, language, English proficiency and grade level.

Students with disabilities are provided push-in ESL services into heterogenous special education self-contained classes to provide scheduling flexibility when needed to ensure their diverse needs are met in the least restrictive environment. As per Parent Choice, there is no Bilingual program at PS/IS 384. Should a student's IEP mandate bilingual instruction, an alternative placement paraprofessional who speaks the student's home language is obtained for the child. The students are provided with ESL instruction as prior to their pending placement in a bilingual special education setting in another school.

ESL instruction for all ELLs aligns Common Core and ESL Standards-based strategies within the school's comprehensive core curriculums in Mathematics (Go Math Program), Literacy (Ready Gen or Reading Street by Scott-Foresman in grades K-5 and Scholastic Code X in grades 6-8), Writing (Zaner-Blaser Strategies for Writers - A Common Core State Standards Based Writing and Grammar Program in grades 2-5), as well as Science, Social Studies (RIGOR - Reading Instructional Goals for Older Readers), Art and other content areas, to provide the ELLs with their appropriate units of instruction (eight units per week for beginner and intermediate students and four units per week for the advanced). An ELL's language, cultural background, interests and academic standing are considered when differentiating instruction for them.

Additionally, as with all general populations ELLs, all ELLs with IEPs are provided with the following Intervention Programs: Zero Hour, which is one hour prior to class, Mondays through Thursday, 37 1/2 Minute Extended Day, which is prior to class, Mondays through Wednesdays, After School Program, Tuesdays and Wednesdays, for 90 minutes each day after school. Native Language support during these Intervention Programs is twenty-five percent as recommended.



**Courses Taught in Languages Other than English **

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:				
Social Studies:				
Math:				
Science:				

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

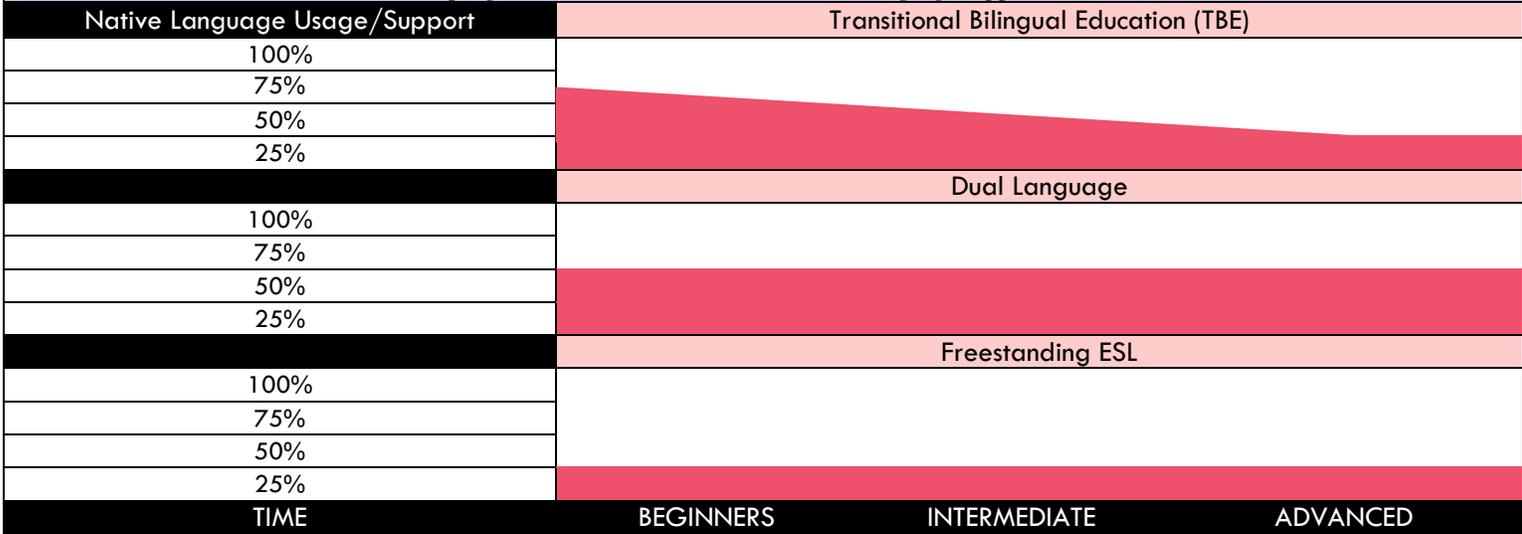
	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

ESL instruction for all ELLs aligns Common Core and ESL Standards-based strategies within the school's comprehensive core curriculums in Mathematics (Go Math), Literacy Reading Street by Scott-Foresman and ReadyGen (when it's available) in grades K-5 and Scholastic Code X in grades 6-8, Writing (Zaner-Blaser Strategies for Writers - A Common Core State Standards Based Writing and Grammar Program in grades 2-5), as well as Science, Social Studies (RIGOR - Reading Instructional Goals for Older Readers), Art and other content areas, to provide the ELLs with their appropriate units of instruction (eight units per week for beginner and intermediate students and four units per week for the advanced). An ELL's language, cultural background, interests and academic standing are considered when differentiating instruction for them.

Additionally, all ELLs are provided with the following Intervention Programs: Zero Hour, which is one hour prior to class, Mondays through Thursday, 37 1/2 Minute Extended Day, which is prior to class, Mondays through Wednesdays, After School Program, Tuesdays and Wednesdays, for 90 minutes each day after school. Native Language support during these Intervention Programs is twenty-five percent as recommended.

Differentiation of instruction for ELLs includes additional strategies and materials incorporated into daily lessons through the use of visual aids, technology based programs, small group instruction and peer support.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

According to our Annual Measurably Achievement Objectives, PS/IS 384 is projected to meet our AMAO's until the 2016-2017 school year. Additionally, the majority of our ELLs pass their content classes. Because of this, we deem our ESL program to be effective.

11. What new programs or improvements will be considered for the upcoming school year?

For the upcoming school year, our school was awarded the OpenBook technology grant for sixty users. Provided it is successful, we shall continue it into the next school year. Existing technology programs will continue to be available to all students. We also anticipate the ReadyGen program will become completely available.

12. What programs/services for ELLs will be discontinued and why?

We do not plan to discontinue any programs for our ELLs this year unless funds are not available.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

At present, all ELLs are afforded equal opportunity to access all programs, such as RIGOR - Reading Instructional Goals for Older Readers, Destination Reading, Zero Hour, 37 1/2 minutes - extended day and the After School Program. Additionally, all ELLs are provided with the following Intervention Programs: Zero Hour, which is one hour prior to class, Mondays through Friday, 37 1/2 Minute Extended Day, which is prior to class, Mondays through Wednesdays, After School Program, Tuesdays and Wednesdays, for 90 minutes each day after school. These Intervention Programs are funded with Title III funds and Fair Student Funding.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

- RIGOR - Reading Instructional Goals for Older Readers for grades 3-8
- "Into English" series for grades 3-6
- "On Our Way to English" for grades K-3
- Content area books
- Anthology

- Audio Visuals
- Leveled libraries
- Puzzles and games
- Word Walls
- Technology
- Visual aids (picture cards, charts, posters, picture dictionaries)
- Kaplan Math Grades 3-8

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

As per parent's preference, indicated on the "Parent's Choice" form, our school offers an ESL program and provides 25% native language support in keeping with the recommended best practices for native language support in ESL programs. This support includes dictionaries, textbooks, worksheets, various genres in languages other than English, technology programs and classroom listening centers and are made available to ELL students during intervention programs. Bilingual staff may also communicate with students in their home language to ensure student understanding to provide the student with a variety of means by which to express his or her knowledge.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

We provide levelled classroom libraries to include multi-cultural books appropriate to grade level and ages for ELLs. Literature is monitored to ensure age-appropriateness and corresponds with the appropriate current proficiency level for each individual student.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

With the collaboration of the School-Based Support Team and Administration, Newly-Enrolled ELL students are provided guidance and support in acclimating to their new school environment. Furthermore, the Parent Coordinator meets with the parents to address their needs and concerns and provides additional support by scheduling meetings with the teachers during their preps to again address these newly enrolled ELL students' needs. The Administration provides an open door for any student's parent to meet with any administrator in charge with their respective grades.

18. What language electives are offered to ELLs?

Spanish as a Foreign Language is offered to all ELLs in 7<sup>th</sup> and 8<sup>th</sup> grade.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

As per Parent Choice, PS/IS 384 has an ESL program only.

## C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Professional development (by on and off site personnel) is provided to all faculty members (including teachers requiring 7.5 hours of ELL training) on how to serve the needs of the ELLs, including those in Special Education settings. ESL teachers as well as all faculty members servicing ELLs attend workshops during and after school hours.

Professional Development for the current school include the following dates and include the following topics:

September 3, 2013 Bullying - A832, Child Abuse Suicide A-750, Reg. A101,A443, 420-421 Student Attendance, Gang Affiliation Awareness, BRT - Bring awareness of School Safety for school Staff

September 25, 2013 CFN 412 Special Education Professional Development

October 28, 2013 Ready Gen, Code-Z, Go Math and Connected Math

November 5, 2013 CFN 412 Multiple Points of Entry Professional Development

December 16, 2013 Faculty Conference Data Evaluation

January 13, 2014 Grade Level Conference - Review 6 Traits of Writing Rubrics that have been aligned to the CCSS and their impact on our instruction.

February 10 2014 Universal Design for Learning

March 10, 2014 ELL Computer Academy for Parents and Guardians

April 7, 2014 Response to Intervention for Subgroups

May 12, 2014 Danielson Framework and rubric

2. Professional Development for the Common Core State Standards is provided every other Monday to all staff members.

3. For students transitioning between elementary and jr. high school, the guidance counselor provides ELLs with a transitioning session, in which students are acquainted with changing classrooms as needed throughout the day. An activity is conducted whereby students utilize a sample schedule to determine where and when to attend class. Additionally, in fifth grade students are partially decompartmentalized to acclimate to middle school gradually.

4. The focus of professional development is to provide the teachers with a comprehensive, multi-sensory approach to teaching that aspires to improve overall student achievement. A file is maintained in the Title III Binder that contains a record of the hours of training for each teacher. Teachers completing their required hours of training receive a certificate. Records of Professional Development include agenda sign-in sheets and are kept in the Title III Binder.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. PS/IS 384 maintains a strong partnership with parents because they are the key ingredient to the success of the students. To support the parents (including parents of ELLs) Administrators, Parent Teacher Association (P.T.A.), Parent Coordinator, Teachers and additional school personnel work collaboratively to ensure that parents are an integral part of the school community. Parent's Language needs are assessed upon student enrollment. When the Home Language Identification survey is conducted, a parent's primary language is determined. Parents in need of translation services are informed of their rights as per Chancellor's Regulation. Many staff members are fluent in at least one other language and can communicate with parents. In the event that no staff member expresses proficiency in a parent's primary language, we shall request translation through the Office of Translation Services. A variety of activities and workshops are planned throughout the year to encourage parents to become proactive members of the school community. A new initiative for parents is the Saturday Institute that consists of ESL and Technology classes. Through these classes parents of ELLs learn a new language. In addition, these programs afford all parents the opportunity to become engaged in community activities and to learn of instructional strategies and resources that they can utilize at home to support their child's learning.
  2. In addition, to mainstream parents and encourage them to become productive citizens of the community, key personnel from Community Based Organizations (CBO's) are invited to the school to provide workshops in areas of need and interest to the parents. Workshops are held during and after school hours. Areas addressed through workshops include:
    - New York State English and Mathematics Assessments
    - Learning Leaders
    - Asthma
    - ESL
    - GED
    - CPR
    - Housing
    - Domestic Violence Prevention
    - Substance Abuse and Prevention
    - New York State English and Mathematics Assessments
    - Bilingual personnel are available to parents at every workshop.
  3. The Parent Coordinator plays a vital role in the engagement of parents. The Parent Coordinator meets regularly with parents to discuss their social and academic needs. These issues are shared with school personnel and are addressed through meetings and workshops during school. The Parent Coordinator assists as translator during Parent Orientation sessions, helping administer the Parent Choice and Parent Survey and Program Selection Forms. Additionally, the Parent Coordinator utilizes Parent Notification Letters to communicate with parents in the event that they are not accessible by phone.
  4. The Community-Based Organization workshops are determined as per parent interest and need.

## E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Additional funds appropriated to create more AIS interventions would support more programs, resources, field trips and pedagogues for our ELLs.

## Part VI: LAP Assurances

**School Name:** The Frances E Carter School

**School DBN:** 32K384

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms Phyllis Rauli	Principal		11/12/13
Ms Marilyn Cruz	Assistant Principal		11/12/13
Ms Grace Baez	Parent Coordinator		11/12/13
Jennifer Pierce-Chornomor	ESL Teacher		11/12/13

Stacey Malave	Parent		11/12/13
Sindy Gilbert/ESL	Teacher/Subject Area		11/12/13
Rosemary Casaccio/Reading	Teacher/Subject Area		11/12/13
	Coach		
	Coach		
Susan Spaventa	Guidance Counselor		11/12/13
Daisy Concepcion	Network Leader		11/12/13
Janine Zito	Other <u>Assistant Principal</u>		11/12/13
Victor Victoria	Other <u>ESL</u>		11/12/13
Mayra Santos	Other <u>Speech</u>		11/12/13
Courtney Mancuso	Other <u>Common Branch</u>		11/12/13

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 32K384 School Name: The Frances E Carter School

Cluster: 4 Network: 412

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

### **Part A: Needs Assessment Findings**

---

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The native languages of all parents, including those of English Language Learners in the school, were assessed through discussions with teachers, parents, the Parent Teacher Association and the Parent Coordinator. A need for oral and written translations was identified for parents that speak Spanish, Arabic, Haitian-Creole, Chinese and Taglog. The need for Spanish language comprised the overwhelming majority of parents who require written translation and oral interpretation in our school.

Upon registration, all students' parents answer questions in the Home Language Identification Survey, (HILS), which identifies languages spoken in a students' household. Information obtained from this document is entered into ATS, in which a report can be generated which identifies the preferred language of communication for parents for the entire parental school community.

Once a parent's preferred language has been identified, a pedagogue in conjunction with the Parent Coordinator work collaboratively to ensure adequate written and oral correspondance regarding all school matters in their preferred language in a timely fashion.

Because the overwhelming majority of parents who indicate a home language other than English are Spanish-speakers as evidenced by data collected from the HLIS, all written correspondance is routinely provided to all students in both Spanish and English. The remaining identified languages are Arabic, Chinese, Tagalog and Haitian-Creole. These parents are provided written correspondance in their preferred language.

Additionally, in the event that a parent's preferred language of correspondance is not adequately provided by the school staff, a request for assistance is made to the Office of Translation Services, pursuant to Chancellor's Regulations.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

A major need was identified in providing parents with interpreters in the parent's preferred language of Spanish during Meet the Teacher Night, assemblies, PTA meetings and Parent Workshops. Additionally, several parents prefer to communicate in Arabic, Haitian-Creole, Chinese and Tagalog.

During Faculty Meetings and Grade Level Meetings, students' parents' oral and written interpretation needs are identified, addressed and discussed with administration. Faculty are encouraged to work closely with the Parent Coordinator in providing interpreters in the parent's preferred language before meeting with the student's parent.

If the need arises for an Arabic, Tagalog, Haitian-Creole or Chinese translation, the Office of Interpretation Services is notified to assist.

Findings from these translated communications are reported directly to the students' teachers and relevant school staff.

## **Part B: Strategies and Activities**

---

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Written services in their native language will ensure that parents have accessibility to the following information and workshops:

1. Parent Teacher Association Notices
2. Bill of Parent Rights and Responsibilities
3. Letters for Parent Teacher Conferences
4. Letters for workshops, flyers and hand-outs
5. Letters specifying information about ARIS workshops
6. Letters indicating student ELL status and placement
7. Letters for class trips
8. One-on-one parent meetings

In order to ensure a timely provision of translated documents to parents determined to be in need of language assistance services, our offices are expedient and proficient in obtaining and submitting to parents any pre-translated official correspondence (Centrally Produced Critical Communications or Specific Critical Documents) in parents' preferred languages from the DOE website, as per Chancellor's Regulations.

In the event that no pre-translated correspondence exists for a particular school notice, our school has designated several bilingual pedagogues to assess the translation of every day correspondence.

Finally, in the event that there is no pre-populated translation on the DOE website, nor any pedagogue who is proficient in a parent's preferred language, the Office of Translation Services will be notified to provide assistance.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Our school has designated several bilingual pedagogues and the Parent Coordinator to assist in the oral translation of every day correspondence for assisting teachers, staff members and administration in their communication with parents who indicate a preferred language other than English.

The majority of our parent population who indicate a primary language other than English at PS/IS 384 is Spanish. Many staff members, including pedagogues and our Parent Coordinator are fluent in Spanish and are assigned oral translation participation in various activities as needed.

In the event a parent's preferred language is not a language in which any pedagogue or staff member expresses proficiency, the Office of Translation Services is requested to assist.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Pursuant to Chancellor's Regulations A-663, PS 384 provides information to parents in their designated primary language regarding language assistance services and their rights in obtaining them. A sign is posted near the primary entrance describing these rights in all present primary languages at PS/IS 384. Our safety plan includes protocol to ensure parents' ability to reach administrative offices in the event of an emergency. The Parent Coordinator, in conjunction with the PTA, will inform the parents of their rights regarding parental notification as per Chancellor's Regulation A-663.

Additionally, as noted in recent changes to the Chancellor's Regulations A-663, no minor child is permitted to provide translation services for school-related matters. Should a parent elect an adult friend or companion to assist in translation, that shall be permitted. Also, our Parent Coordinator participates in all available Professional Development provided by the Network and the Translation and Interpretation Unit. Faculty, parents and administrators are informed of these changes by a designated administrator during faculty meetings, grade level meetings and parent meetings.

These translation needs are provided to parents during one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurses and/or other school staff regarding critical information about their child's education, as per Chancellor's Regulations. →